



Constellation Schools

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2.1010 Mission Statement

Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for life long success.



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2.1020 Program Statement

The School will provide a caring, nurturing educational environment offering parents a neighborhood educational choice providing a high-quality competency-based education which integrates the teaching of character education/values and self-discipline, incorporates technology, stresses the importance of school attendance, and addresses the individual educational needs of each student. Through academic excellence, the learning of desirable character traits and proper behavior, and good attendance, the School will graduate students who are academically successful life-long learners, and responsible citizens in their school community, neighborhoods and city. Each student at the School will experience academic success and increased personal self-worth

2.1020.1 Program Statement – Special Needs

Outreach Academy for Students with Disabilities is a unique program. Outreach serves students K-12 with profound cognitive and physical disabilities as well as medically fragile conditions. Our program allows for a holistic and accommodating approach to the education of these exceptional children. Students are offered the highest degree of individual attention and flexibility to adjust to their needs. The Outreach program was designed to provide an educational choice to parents and students.

The curriculum incorporates content, concepts, and activities that foster cognitive, language, physical, and social/emotional development through the integration of multiple disciplines.

Technology is utilized to enhance the independence of all Outreach students. Students connect with the curriculum through a variety of therapeutic and technological interventions. It is this extensive emphasis on technology and a strong team approach that makes our program unique.

2.1020.2 Program Statement – Arts School

Constellation Schools' Arts School provides an arts education designed to stimulate creativity, enrich and accelerate aesthetic development, and create an enduring respect and passion for the arts for those students exhibiting an interest in music, the visual arts, drama and dance, in a caring, nurturing educational environment offering parents an educational choice providing a high-quality competency-based education which integrates the teaching of character education/values and self-discipline, incorporates technology, stresses the importance of school attendance, and addresses the individual educational needs of each student. Through academic excellence, the learning of desirable character traits and proper behavior, and good attendance, the School will graduate students who are academically successful life-long learners, and responsible citizens in their school community, neighborhoods and city. Each student at the School Community School of the Arts will experience academic success and increased personal self-worth.



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2.1030 Vision Statement

Constellation Schools will create an exceptional learning community characterized by high expectations and academic excellence.

Our students will be actively engaged life-long global learners and be responsible, compassionate involved world citizens.

Our families will support their children and school as important, welcomed members of our diverse learning community.

Our teachers will be inspiring, compassionate and committed to the success of every student.

Our leaders will provide superior service, resources, and support to engage the community and ensure the success of every student.

Our Board of Directors will guide our school in creating a culture of excellence that ensures the success of every student.



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2.1040 Values Statement

We believe *all* children deserve an exceptional education in a safe, caring, nurturing environment.

We will create a student focused community of global learners where children excel, are responsible, ethical world citizens, prepared for success in career, college and life.



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2.1050 Slogan

Constellation Schools – The Right Choice for Parents and a Real Chance for Children.



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2.1060 Philosophy

Constellation Schools, an Ohio corporation, establishes community schools that are designed to meet the needs of all children – disabled, gifted, regular, economically disadvantaged and/or privileged – in a caring, nurturing environment, where the more academically advanced can provide role models and assistance to students who may be struggling. Students who have disabilities, likewise, can see positive role models in their classmates. Positive character traits and desirable behavior are also effectively transmitted through example and modeling and reinforced through the school's extensive character education program. The classroom environment, containing a mix of students, presents a microcosm of the community, enabling students to learn how to effectively interact with people of different abilities, races, and economic status, thus, creating better citizens.

The essential elements of Constellation Community Schools include small classes; a prominent character education program designed to provide a moral base for children; high academic standards; a strict student dress code; parent involvement; and, a caring staff that consistently demonstrates and reinforces the values of respect, responsibility, citizenship, caring, compassion, courage, cooperation, diligence, perseverance, loyalty and courtesy. The competency-based curriculum implemented by the school is aligned with the state's Academic Content Standards and is designed to educate every child and prepare all children for state-mandated Proficiency and Achievement Tests.

Constellation Community Schools provide convenient, secure, nurturing, neighborhood environments that ensure children are safe and parents ARE welcome. The close proximity of our schools to the homes of the children enrolled ensures optimal parent involvement in the educational experience of their children. Parents are critical to the educational success of their children, and we encourage every parent to become actively involved. Parents are valued and viewed as partners as we work to create learning communities where teachers, administrators and parents work together to ensure the academic success and moral development of all children.

Our schools employ only certified, trained and highly qualified teachers and are designed to be flexible, employing a variety of instructional methods to ensure that the individual educational needs of all children are met; to maintain student interest; and, to challenge all students to strive for academic excellence. Curriculum is presented utilizing numerous techniques in various settings: self-contained classrooms; small and large group instruction; multi-age classrooms and/or groupings; individualized instruction; computer-based and/or assisted instruction; cooperative learning; Direct Instruction; field trips; guest speakers; special presentations; departmentalization in some areas for upper grade levels; and/or multi-media instruction. In addition to certified teachers in every classroom, teaching assistants, aides, specialty teachers and supplemental service providers are employed where necessary and appropriate.



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2.1060 Philosophy (Con't)

Constellation Community Schools offer real educational alternatives to parents and are accountable to children, parents, our sponsors, the Ohio Department of Education and State Board of Education, and the communities we serve. We take our responsibilities seriously and appreciate the confidence parents have in our ability to educate their children.

Adopted: August 16, 2018



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2.1070 Non-Discrimination Policy

The School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding non-discrimination policies:

Education Program Coordinator
5730 Broadview Road, Cleveland, OH 44134
216-712-7600

The language above will be posted on the School's website within two clicks of the home page; in all other School-related documents made available to students, parents, staff, and applicants (e.g., student newspapers, parent newsletters, student handbooks, employee handbooks, application forms, recruiting materials, etc.); and in a conspicuous place in the School building. This language will also be provided to parents, students, and employees prior to the start of each school year.

The designated individual will serve as the requisite coordinator for each of the following: Policy 2.1080 Access to Equal Educational Opportunity, Policy 2.1090 Title IX coordinator, Policy 2.1160 Section 504 of the Rehabilitation Act of 1973, Policy 4.2020 Sexual and Other Forms of Harassment, and Policy 2.1070 Non-Discrimination Policy.

Readopted: August 20, 2020



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2.1070.1 Access of Transgender Individuals to Activities, Programs, and Facilities

The Board wishes to maintain an educational environment that supports the inclusion, safety, and privacy of all students. To that end, the School adopts the following policy and procedures.

Definitions

Terminology preferences may differ based on many factors, including religion, language, race, ethnicity, age, and/or culture. For the purposes of this policy, the following terms shall be defined to mean:

“Transgender” – Having a gender identity that differs from societal expectations based on the individual’s gender assigned at birth. A transgender male refers to an individual that identifies as male but was assigned the sex of female at birth. Conversely, a transgender female refers to an individual that identifies as female but was assigned the sex of male at birth.

“Gender nonconforming” – An individual that does not behave in a way that conforms with the traditional expectations of his/her gender or whose gender expression does not fit neatly into a commonly recognized category of gender.

“Gender identity” – A deeply held and sincere sense or psychological knowledge of one’s own gender. An individual may have a different gender identity than the sex assigned to that individual at birth.

“Gender expression” – The manner in which an individual represents or expresses his/her gender. This includes, but is not necessarily limited to, external appearance, characteristics, or behaviors typically associated with a specific gender or sex.

“Gender transition” – The process through which some transgender individuals begin changing his/her gender expression in accordance with his/her gender identity. Gender transitions may include changes in the way an individual dresses, the name and/or pronouns used to identify the individual, or the individual’s physiology.

Identification of Transgender Students and Gender Transitioning Students

Any assertion made to the School by a student or parent(s) that a student is transgendered will be accepted on case-by-case basis, though acceptance shall not be unreasonably withheld if the School has no reason to believe that the assertion was based on anything other than a sincerely held belief. The School shall not require any medical or mental health diagnosis or treatment threshold as confirmation of a student’s transgender status. Once the School has accepted a student’s transgender status, the School shall take immediate steps to ensure that a transgender student is treated consistent with the terms of this policy.

At the request of a parent or student, the Principal or his/her designee shall meet with the parent(s) and/or student to discuss the School’s role in supporting a student’s gender transition. Students may choose to have their parents participate in the gender transition process, but parental participation will not be required. The School will strive to create a safe and accepting learning environment even if the



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student's family is unsupportive of a student's gender transition. Transgender students may initiate their gender transition at any time.

Confidentiality and Official Records

The following information shall be kept confidential and shall not be disclosed unless legally required or expressly authorized by the student or the student's parent or guardian:

1. Student's sex, including transgender status;
2. Student's birth name or sex assigned at birth;
3. Medical information related to student's transgender status or gender transition;
4. Other records that may reveal a student's transgender status.

The School shall comply with all legal requirements to use a student's legal name, sex and/or gender pronouns on all official School records. To the extent that it is permitted by law, if a student legally changes his/her name, the School shall permit a student's official educational record to be amended to reflect that change upon receipt of a parental request or a request from an eligible student who has reached the age of eighteen (18).

To the extent that a document is not required to use a student's legal name, sex, and/or gender pronouns, the School will use the name and gender pronouns preferred by the student and that reflect the student's gender identity.

All complaints or disagreements regarding the amendment of a student's educational record shall be handled pursuant to the School's Student Records and Release of Information Policy (Policy 294) and the School's Title IX Grievance Procedures (Policy 222.1). Parents or eligible students shall have the right to insert a written comment statement into a student's educational record regarding any disagreements as to the contents of the record and/or the School's decision not to amend the records.

Restroom and Locker Room Use

The School may continue to maintain separate restroom and locker room facilities based on sex. All students, including transgender students, may access the restroom and locker room facilities that correspond with the student's gender identity.

The School may provide one or more easily accessible unisex single-stall bathroom(s) for use by any student desiring privacy, regardless of the reason. No transgender student will be compelled to use a unisex or single-stall restroom, locker room, or changing area due to harassment or any other reason, unless all other students are similarly required to do so.

If the School has locker rooms, it will support the inclusion, safety, and privacy of all students, regardless of their gender identity.

Names, Pronouns, and Appearance



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Transgender students will be addressed by the name and pronoun corresponding to the student's gender identity, regardless of whether the student has obtained a court-ordered name or gender change.

School employees shall respect the gender expression of all students and must respect the right of a transgender student to dress in accordance with the student's gender identity. All students must comply with the School dress code, which shall be applied on a gender-neutral basis and will not be selectively or more strictly enforced against transgender students. The School shall not discipline or exclude transgender students from participating in or behaving in a manner that is inconsistent with their gender identity or that does not conform to traditional notions of masculinity or femininity.

Single-Sex Classes and Other Sex-Specific Activities

In the event that the School provides non-vocational single-sex classes and/or extracurricular activities, the School shall allow transgender students to participate in those classes and/or activities consistent with their gender identity.

Harassment and Bullying

Discrimination, bullying, and harassment on the basis of gender identity or expression is prohibited. Any form of harassment will be addressed pursuant to the School's Anti-Harassment, Intimidation, and Bullying Policy and/or the Title IX Grievance Procedure.

Activities Requiring Overnight Accommodations

Overnight activities are infrequent occurrences at the School. However, if a School activity requires students to spend the night either at the School or at any other location, the School shall not require a transgender student to stay in single-occupancy accommodations or to disclose personal information unless the same is required of other students.

The School may honor a student's voluntary request for a single-occupancy accommodation.

Athletics

The School may operate or sponsor sex-segregated athletic teams when selection for such teams is based on competitive skill or when the activity involved constitutes a "contact sport." The School may consider age appropriate, tailored requirements based on sound, current, and researched-based medical knowledge about the impact of a transgender student's participation on the competitive fairness of the sport and the safety of all student participants.

The School will assert its policy to authorities of all athletic programs sponsored by or related to the School to meet these goals.

Education

It is the desire of the Board that teachers, counselors, coaches, administrators, parents, and students be educated as appropriate regarding transgender sensitivity in relation to students.

Adopted: June 20, 2017



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2.1080 Access to Equal Educational Opportunity

It is the policy of the School to provide an equal opportunity for all children to achieve their maximum potential through the curriculum offered regardless of race, color, creed, disability, religion, sex, ancestry, national origin, social or economic background, or other legally protected category.

The Board appoints the Principal to be the Compliance Officer whose responsibility it will be to coordinate the School's efforts to comply with and fulfill its responsibilities under Federal and State regulations. The Principal shall also ensure that any complaints are dealt with promptly in accordance with law, and that proper notice of nondiscrimination rights under applicable laws is provided to Students, their Parents, staff members, and the general public.

Any complaints shall be addressed in accordance with the provisions, respectively, of:

Section 2005.1 - Title IX Grievance Procedure and/or

Section 2006.1 - Title I Complaint Procedure and/or

Section 2011 - Section 504 of the Rehabilitation Act of 1973, Grievance Procedure.

Adopted: September 20, 2018



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2.1090 Title IX Coordinator

The School intends to comply with Title IX of the Education Amendments Act of 1972, which states, in part: "No persons in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving financial assistance...."

As such, the School does not discriminate on the basis of sex in its education program or activities and is required by Title IX and its regulations not to discriminate in such a manner. This requirement not to discriminate in the education program or activity extends to admission and employment.

The following person shall be the Compliance Officer/Title IX Coordinator and is responsible for investigating any complaint alleging noncompliance with Title IX.

Principal
Constellation Schools: Eastside Arts Academy
6700 Lansing Avenue
Cleveland, Ohio 44105
216-441-9830

Principal
Constellation Schools: Elyria Community
300 North Abbe Road (Elementary)
336 S. Logan Street (Middle)
Elyria, Ohio 44035
440-366-5225 (Elementary)
440-365-0390 (Middle)

Principal
Constellation Schools: Lorain Community Elementary
1110 West Fourth
Lorain, Ohio 44052
440-204-2130

Principal
Constellation Schools: Lorain Community Middle
1110 West Fourth
Lorain, Ohio 44052
440-242-2023



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Principal

Constellation Schools: Madison Community Elementary
2015 West 95th Street
Cleveland, Ohio 44102
216-651-5212

Principal

Constellation Schools: Old Brooklyn Community Elementary
4430 State Road
Cleveland, Ohio 44109
216-661-7888

Principal

Constellation Schools: Old Brooklyn Community Middle
4430 State Road
Cleveland, Ohio 44109
216-351-0280

Principal

Constellation Schools: Parma Community
7667 Day Drive, Parma, Ohio 44129
6125 Pearl Road, Parma Heights, Ohio 44130
3421 Snow Road, Parma, Ohio 44134
5983 West 54th Street. Parma Ohio 44129
440-345-5960 (Pearl Road)
440-888-5490 (Day Drive)
440-845-2587 (West 54th)
440-340-4654 (Snow Road)

Principal

Constellation Schools: Puritas Community Elementary
17720 Puritas Avenue
Cleveland, Ohio 44135
216-688-0680

Principal

Constellation Schools: Puritas Community Middle
17720 Puritas Avenue
Cleveland, Ohio 44135
216-251-1596



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Principal

Constellation Schools: Stockyard Community Elementary
3200 West 65th Street
Cleveland, Ohio 44102
216-651-5143

Principal

Constellation Schools: Stockyard Community Middle
3200 West 65th Street
Cleveland, OH 44102
216-651-5143

Principal

Constellation Schools: Westpark Community Elementary
16210 Lorain Road
Cleveland, Ohio 44111
216-688-0271

Principal

Constellation Schools: Westpark Community Middle
16210 Lorain Road
Cleveland, Ohio 44111
216-251-7200

Principal

Constellation Schools: Westside Community School of the Arts
3727 Bosworth Road
Cleveland, Ohio 44111
216-688-1900

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Inquires about the application of Title IX and its regulations to the School may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department or both.

A specific procedure for grievances related to Title IX issues is set forth as the "Title IX Grievance Procedure" 34 CFR 106.



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The language above will be posted on the School's website within two clicks of the home page; in all other School-related documents made available to students, parents, staff, and applicants (e.g., student newspapers, parent newsletters, student handbooks, employee handbooks, application forms, recruiting materials, etc).

See also Policy 2.1070 General Notice of Non-Discrimination



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2.1090.1 Title IX Grievance Procedure

The Title IX Grievance Procedure listed below is meant to provide for prompt and equitable resolution of Student and employee complaints.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Should any School employee, or School official who has authority to institute corrective measures on behalf of the School, receive notice of sexual harassment or allegations of sexual harassment, they shall immediately report it to the Title IX Coordinator.

If a report involves allegations by or involving the Title IX Coordinator, the person making the report should submit it to the Superintendent. The Superintendent will then serve in place of the Title IX Coordinator for purposes of addressing that report. If the Superintendent is the Title IX Coordinator, the person making the report should submit it to the Board President.

Grievance Process for Complaints Not Alleging Sexual Harassment

Level I- Informal Procedure

Upon receiving a report of sexual discrimination that does not allege sexual harassment (as defined below), the Title IX Coordinator shall facilitate resolution through an informal procedure, if possible. This informal procedure is not required as a precursor to the filing of a complaint. The informal procedure is only available in those circumstances where the parties agree to participate in it. Individuals who believe that they have been unlawfully sexually discriminated/retaliated against may proceed immediately to the complaint procedure and individuals who seek resolution through the informal procedure may request that the informal procedure be terminated at any time to move to the complaint procedure. While there are no set time limits within which an informal procedure must be resolved, the Title IX Coordinator or his/her designee will exercise his/her authority to attempt to resolve the informal procedure within fifteen (15) business days of receiving the report.

Parties who are dissatisfied with the results of the informal procedure may proceed to file a complaint with the Title IX Coordinator.

Level II - Complaint Procedure

If a report is not resolved through the informal procedure, if one of the parties' requests that the informal procedure be terminated to move to the complaint procedure, or if the individual elects



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to file a complaint initially, the complaint procedure shall be implemented. The School also reserves the right to investigate and resolve a complaint or report of sex discrimination/retaliation regardless of whether the individual alleging the unlawful discrimination/retaliation pursues a complaint.

The complaint should be in writing and state the date and nature of the alleged discrimination/retaliation and the relief sought. If the grievant is a student, the Title IX Coordinator shall assist in preparing the written complaint.

Upon receipt of the written complaint of sexual discrimination that does not allege sexual harassment, the Title IX Coordinator or his/her designee shall begin an investigation. The investigation will include, but not be limited to, interviews and a consideration of documentation or other information presented by any party that is reasonably believed to be relevant to the allegations, as applicable. Although certain cases may require additional time, the Title IX Coordinator or his/her designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the written complaint. The School reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

If an individual is alleged to have engaged in discrimination/retaliation, that individual shall be presumed to not be responsible for the alleged conduct until the conclusion of the complaint procedure. That individual must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

At the conclusion of the investigation, the Title IX Coordinator or his/her designee shall issue a written decision to the parties.

Level III- Appeal

If the Student or employee believe that there still is a basis for a grievance, he or she may make a written statement of appeal to the Board. This written statement of appeal must be filed within ten (10) business days of the date of the Title IX Coordinator's decision.

The Board or its designee (1-3 members of the Board) shall make a decision on the grievance appeal in a timely manner (ordinarily, within fifteen (15) business days of the appeal being received), and shall give that decision in writing to the Title IX Coordinator and the Student or employee.

Grievance Process for Complaints of Sexual Harassment

Definitions

For purposes of this grievance process,



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“*Complainant*” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“*Formal complaint*” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the School investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator.

“*Respondent*” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“*Sexual harassment*” means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual’s participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School’s education program or activity; or
- (3) “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

“*Supportive measures*” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School’s educational environment or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.



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Training

Any individual designated by the School as a Title IX Coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. In addition, these individuals shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

All Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, shall receive training on the definition of sexual harassment, the scope of the School's education program, or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The School will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, and that decision-makers receive training on any technology to be used at a live hearing, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

Presumption of No Responsibility

Throughout this grievance procedure, there shall be a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. In addition, the School shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

The School must comply with this grievance process before the imposition of any disciplinary sanctions, or other actions that are not supportive measures, against a respondent.

The investigation of the grievance shall include an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence – and credibility determinations may not be based on a person's status as a complainant, respondent, or witness. The standard of evidence to be used to determine responsibility will be the clear and convincing evidence standard.



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Good Cause Delay

There may be a temporary delay of the grievance process or a limited extension of timeframes for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Level I Response to Report

Upon receiving a report of sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The School will maintain as confidential any supportive measures provided before or after the filing of a formal complaint or where no formal complaint has been filed, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures.

Level II – Formal Complaint

Upon receipt of a formal complaint (or later as additional allegations become known), the School will provide the following written notice to the parties who are known:

- A. Notice of the School's grievance process that complies with this section, including any informal resolution process.
- B. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identifies of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must also inform the parties of any provision in the School's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the School decides to investigate allegations about the complainant or respondent that are not included in the foregoing notice provided, the School must provide notice of the additional allegations to the parties whose identities are known.



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The School may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation:

The Title IX Coordinator or his/her designated investigator will investigate the allegations in a formal complaint. When investigating a formal complaint and throughout the grievance process, the Title IX Coordinator or his/her designated investigator must:

- A. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the School and not on the parties provided that the School cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the School obtains that party's voluntary, written consent to do so for a grievance process (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the School must obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);
- B. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- C. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- D. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the School may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
- E. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- F. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the School does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can



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- meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the School must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten (10) business day to submit a written response, which the investigator will consider prior to completion of the investigative report; and
- G. Create an investigative report within thirty (30) business days of receipt of a formal complaint that fairly summarizes relevant evidence and, at least ten (10) business days prior to a time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

Question and Answer Period

After the School has sent the investigative report to the parties, the Title IX Coordinator his/her designated investigator shall submit the investigative report to a decision-maker(s) to reach a determination regarding responsibility. The decision-maker(s) cannot be the same person(s) as the Title IX Coordinator or the investigator(s).

Before reaching a determination regarding responsibility, the decision-maker(s) must afford each party five (5) business days to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. However, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Dismissal

The School must investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the School's education program or activity, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX. However, such a dismissal does not preclude action under another provision of the School's code of conduct.

The School may also dismiss the formal complaint or any allegations therein, if at any time during the investigation: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the School; or specific circumstances prevent



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the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, the School will promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties.

Determination Regarding Responsibility

The decision-maker(s) as decision maker must issue a written determination regarding responsibility within twenty-five (25) business days of receiving the investigative report.

The written determination must include:

- A. Identification of the allegations potentially constituting sexual harassment;
- B. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence.
- C. Findings of fact supporting the determination;
- D. Conclusions regarding the application of the School's code of conduct to the facts;
- E. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the complainant; and
- F. The School's procedures and permissible bases for the complainant and respondent to appeal.

The School must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

If a determination of responsibility for sexual harassment has been made against a respondent, the School will provide remedies to a complainant. The Title IX Coordinator is responsible for effective implementation of any remedies. Possible remedies to the complainant that the School may implement include: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures or individualized services offered as may be appropriate and reasonably available, without fee or charge to the



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complainant, that are designed to restore or preserve equal access to the School's education program or activity, to protect the safety of the complainant or the School's education program or activity, to protect the safety of the complainant or the School's educational environment, or to deter sexual harassment.

Possible disciplinary sanctions the School may implement following any determination of responsibility by the respondent may include: suspension, expulsion, reprimand, documenting the occurrence in the personnel file, referral to counseling, withholding of a promotion, demotion, reassignment, temporary suspension without pay, termination of employment, or any other disciplinary measures outline in the School's code of conduct or Staff Handbook.

Level III – Appeal

Either the complainant or respondent, or their parent or guardian, may appeal from a determination regarding responsibility or from a dismissal of a formal complaint, or any allegations therein. Any such appeal shall be received by the Title IX Coordinator in writing within ten (10) business day of the determination.

The appeal may be on one or more of the following bases:

- A. Procedural irregularity that affected the outcome of the matter.
- B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter, and
- C. The Title IX Coordinator, investigator(s), or decision-makers(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The Title IX Coordinator shall give the written appeal to an appeal decision-maker(s) for decision. The decision-maker on appeal cannot be the same person(s) as the initial decision-maker, the Title IX Coordinator, or the investigator(s).

Within three (3) business days of receipt, the Title IX Coordinator shall also provide notice to the other party in writing that the appeal was filed. Each party shall then be provided five (5) business days to submit a written statement in support of, or challenging, the outcome.

Within ten (10) business day after the time to submit a written statement has passed, the decision-maker on appeal shall issue a written decision describing the result of the appeal and the rationale for the result and provide the written decision simultaneously to both parties.

For all appeals, the School must ensure that the decision-maker(s) for the appeal: (i) not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent; (ii) receive training on the definition of sexual harassment, the scope of the School's education program or activity, how to conduct an investigation and grievance process including



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hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; (iii) receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant; and (iv) receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Office for Civil Rights

If the student (or their parent or guardian) or employee is not satisfied with the grievance process determination, he or she may appeal it to the Office for Civil Rights. However, use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

A student (or their parent or guardian) or employee who believes there is a basis for a grievance related to Title IX may file a written complaint with the Office for Civil Rights, U.S. Department of Education, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611. Any such written complaint must be filed within one hundred eighty (180) days from the date of the alleged discrimination, or, if this grievance procedure is utilized, within sixty (6) days after the last act of the grievance process.

Informal Resolution Process

The School may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment.

Similarly, the School may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the School may facilitate an informal resolution process that does not involve a full investigation and adjudication, provided that the School:

- A. Provides to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- B. Obtains the parties' voluntary, written consent to the informal resolution process; and
- C. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Any such informal resolution process should not exceed ten (10) business days.



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Emergency Removal

Nothing in this grievance procedure precludes the School from removing a respondent from the School's education program or activity on an emergency basis, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. However, this provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Administrative Leave

Nothing in this grievance procedure precludes the School from placing a non-student employee respondent on Administrative leave during the pendency of a grievance process. However, this provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

Recordkeeping

The School must maintain for a period of seven years' records of:

- A. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the School's education program or activity;
- B. Any appeal and the result therefrom.
- C. Any informal resolution and the result therefrom; and
- D. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School must make these training materials publicly available on its website, or if the School does not maintain a website the School must make these materials available upon request for inspection by the public.

For each response to a report or formal complaint of sexual harassment in an education program or activity, the School must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity. If the School does not provide a complainant alleging sexual harassment with supportive measures, then the School must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the School in the future from providing additional explanations or detailing additional measures taken.



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Retaliation Prohibited

Neither the School, nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this grievance procedure, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding in this grievance procedure. Intimidation, threats, coercion, or discrimination, including charges, against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this grievance procedure, constitutes retaliation.

The School must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination complaints not alleging sexual harassment. The exercise of rights protected under the First Amendment does not constitute prohibited retaliation under this grievance procedure. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of this grievance procedure does not constitute prohibited retaliation under this grievance procedure, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Designations

The School retains discretion to designate suitably qualified persons to fulfill any function under this policy, including, but not limited to, Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The School also retains discretion to appoint two or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Superintendent and/or Title IX Coordinator may delegate functions assigned to a specific individual under this policy, including but not limited to the functions assigned to the Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor, to any suitably qualified individual and such delegation may be rescinded at any time.



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See 34 CFR part 106; see also Policy 2.1080 Access to Equal Educational Opportunity, Policy 2.1090 Title IX Coordinator and Appendix 2.1090.1-A Form for Formal Complaint of Sexual Harassment; Appendix 2.1090.1-B Notice to Respondent of Formal Complaint of Sexual Harassment; Appendix 2.1090.1-C Notice to Complainant of Formal Complaint of Sexual Harassment; Appendix 2.1090.1-D Notice Regarding Informal Resolution Process; Appendix 2.1090.1-E Notice of Evidence; Appendix 2.1090.1-F Notice of Investigative Report Regarding Formal Complaint of Sexual Harassment; Appendix 2.1090.1-G Question and Answer Request; Appendix 2.1090.1-H Notice of Determination of Responsibility; Appendix 2.1090.1-I Notice of Appeal; Appendix 2.1090.1-J Notice of Appeal Decision.

Adopted: September 15, 2022
Adopted: May 19, 2022
Adopted: August 20, 2020



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2.1100.1 Title I Complaint Procedure

Complaints shall be directed to the principal.

Resolution of a complaint shall not exceed thirty (30) days. In accordance with regulations established by the Commission, the State Education Agency may extend the thirty (30) day limit due to exceptional circumstances.

Responsibilities of the Principal:

- A. The Principal must review the records, and, if necessary, request additional information within ten (10) working days.
- B. The Principal shall clarify the issues and attempt to resolve them.
- C. A complaint that is not resolved to the complainant's satisfaction within fifteen (15) working days shall be referred to the Board.

The Board shall appoint a hearing panel composed of the Principal and the Executive Director.

- A. It shall be the responsibility of the hearing panel to clarify the issues and attempt to resolve the problem.
- B. The hearing panel must keep official records of all proceedings.
- C. The complainant or complainant's representative will be given an opportunity to present evidence and question the parties involved.
- D. The Principal shall give written notice to the complainant of the panel's resolution of the complaint.
- E. The complainant has the right to appeal the resolution of the complaint to the State Educational Agency within thirty (30) days after receipt of the written decision.
- F. Actual expenses incurred, in accordance with the School's policies, may be a part of the local budget for the Title I program, subject to review and approval by the Board.



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2.1110 Funding Under Title V-Cooperation with Private Schools (Rescinded July 20, 2017)



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2.1120 Citizenship and Patriotism

2.1120.1 Display of the National Flag

The School will display at least one flag, not less than five (5) feet in length, in a prominent place on the school premises.

O.R.C. §3313.80

2.1120.2 Pledge of Allegiance

Students will recite the Pledge of Allegiance daily in their classrooms or as part of school-wide assemblies. Students not wishing to participate may refrain from doing so. Students and staff are prohibited from intimidating or harassing a student who has chosen not to participate in the Pledge of Allegiance in an effort to coerce that student's participation.

O.R.C. §3313.602(A)

2.1120.3 Veterans' Day Observance

On or about Veterans' Day, in an observance that conveys its meaning and significance, the School will provide students with at least one hour, or one standard class period, whichever is less, of instruction relating to Veterans' Day.

2.1120.4 Constitution Day

On September 17th, 1787, the U.S. Constitution was signed. Thus, on September 17th of each year, the School shall hold an educational program pertaining to the United States Constitution, which shall be designated as Constitution Day and Citizenship Day ("Constitution Day"). Unless September 17 falls on a weekend or holiday, the program must be held on that date; otherwise, the program will be held the week prior to or after September 17th.

Consolidated Appropriations Act, 2005, Division J of Pub. L. 108-447, 118 Stat. 2809, 3344-45 (Section 111).



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2.1130 Religion in the Schools

Religious belief and disbelief are matters of personal consideration rather than governmental authority and the Students of this School are protected by the First Amendment from the establishment of religion in the schools. Accordingly, no devotional exercises or displays of a religious character will be permitted at the School in the conduct of any program or activity under the jurisdiction of the School, nor shall instructional activities be permitted to advance or inhibit any particular religion, or religion generally. However, a student may engage in religious expression before, during, and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities or expression before, during, and after school hours. The School shall also give the same access to school facilities to students who wish to conduct a meeting for the purpose of engaging in religious expression as is given to secular student groups, without regard to the content of a student's or group's expression.

An understanding of religions and the contributions that religion has made to the advancement of civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the curriculum shall be developed to include, as appropriate to the various ages and attainments of the Students, instruction about the religions of the world.

The Board and School acknowledge the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the School. The Board directs teaching staff employing such materials to be neutral in their approach and avoid using them to advance or inhibit religion in any way.

Religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the Students of the School, not for its conformity to religious principles. Students should receive unbiased instruction in the schools so that they may privately accept or reject the knowledge so gained in accordance with their own religious tenets.

Accordingly, no Student shall be exempted from attendance in a required course on the grounds that the instruction therein interferes with the free exercise of his/her religion.

The School also shall not prohibit a student from engaging in religious expression in the completion of homework, artwork, or other written or oral assignments. Assignment grades and scores shall be calculated using ordinary academic standards of substance and relevance, including any legitimate pedagogical concerns, and shall not penalize or reward a student based on the religious content of a student's work.



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2.1140 School Prayer

Any other policy of this School notwithstanding, the School shall not prevent a student from participating in or deny a student the ability to participate in constitutionally protected prayer.

20 U.S.C. §7904(b)

Adopted: July 20, 2017



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2.1150 Rights of Individuals with Disabilities

It is the policy of the School that no otherwise qualified person shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by the School.

As used in this policy, “an individual with a disability” means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Notice of this policy on nondiscrimination in employment and education practices shall be given in this Policy manual, posted in the School, and published in any School statement regarding the availability of employment positions or special education services.

Employment

No employee or candidate for employment shall be discriminated against in recruitment, employment, promotion, training, or transfer solely because of his/her disabling condition.

No candidate for employment shall be required to answer a question regarding a disabling condition and no such candidate will be discriminated against on the basis of a disabling condition that is not directly related to the essential functions of the position for which she/he has applied.

Reasonable modifications in scheduling and the allocation of duties, not directly affecting the instructional program, shall be made to accommodate employment conditions to the needs of individuals with disabilities.

Facilities

Barrier-free access to facilities or an alternative means of providing services shall be provided as required by law so that no individual with a disability is excluded from participation in a School program solely by reason of his/her disability. The School will comply with the building, program and other accessibility requirements of the Americans with Disabilities Act (ADA) and other applicable laws.

Program

All reasonable efforts shall be made to serve special needs children eligible for special education and/or related services. A free appropriate public education shall be provided for each child determined to be in need of special education and/or related services. Such a program of special education shall be provided in the least restrictive environment and in barrier-free facilities comparable to those provided for non-disabled Students. To the maximum extent appropriate to



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the Student's disability, a Student with special needs shall be placed in an educational setting with non-disabled or less severely disabled Students.

No Student will be denied, because of his/her disability, participation in co-curricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the Students of the School.

The due process rights of disabled Students and their Parents will be rigorously enforced.

Enforcement

The Executive Director shall be the Section 504 Compliance Officer. A complaint regarding a violation of law and this policy in an employment decision shall be subject to a grievance procedure that provides for the prompt and equitable resolution of disputes.



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CHAPTER 2: EDUCATION PHILOSOPHY AND PROGRAM

2.1160 Section 504 of the Rehabilitation Act of 1973

Under Section 504 of the Rehabilitation Act of 1973 and its implementing regulations, no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board does not discriminate in admission or access to, participation in, or treatment, or employment in, its programs or activities. As such, the Board's policies and practices will not discriminate against employees or students with disabilities, will provide equal opportunity for employment, and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices of the School.

As used in this policy, "an individual with a disability" means a person who has, has a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

With respect to employment, a qualified person with a disability means a disabled person who, with reasonable accommodation, can perform the essential functions of the job in question.

With respect to public preschool, elementary and secondary educational services, a qualified person with a disability means a disabled person:

1. who is of an age during which nondisabled persons are provided educational services;
2. who is of any age during which it is mandatory under Ohio law to provide educational services to disabled persons; or
3. to whom the Stat is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

With respect to vocational education services, a qualified person with a disability means a disabled person who meets the academic and technical standards requisite to admission or participation in the vocational program or activity.

Officer. The Principal is the School's Section 504 Compliance Officer. The Compliance Officer is responsible for coordinating the School's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act. The Compliance Officer will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the School's adopted grievance procedure and will attempt to resolve the grievances.



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CHAPTER 2: EDUCATION PHILOSOPHY AND PROGRAM

2.1160 Section 504 of the Rehabilitation Act of 1973 (continued)

Grievance Procedure. The grievance procedure shall follow these steps:

1. The grievant will file a written complaint, stating the specific facts of his/her grievance and the alleged discriminatory act, with the Section 504 Compliance Officer within fifteen (15) calendar days of the conduct alleged to be in violation of Section 504.
2. The compliance officer shall make all reasonable efforts to resolve the matter informally.
3. In the event the complaint cannot be resolved informally, the Compliance Officer will investigate the matter and will provide a written copy of his/her determination to both parties.
4. The grievant may appeal the determination of the compliance officer to the Board of Directors or a committee of the Board within ten (10) calendar days of the receipt of the Compliance Officer's determination. The appeal shall be in writing and attached to copies of the original complaint and the written determination of the compliance officer. The Board or its designated committee may, in its discretion, convene a hearing at which the parties may present testimony and argument.
5. The Board shall provide both parties with a written decision.

Employees of the School shall be informed that a complaint may be filed without fear of reprisal from the Board or any of its employees or agents. The grievant shall be notified of his/her rights of appeal at each step of the process, and accommodations to the needs of disabled grievant shall be made. A grievant shall be informed of his/her right to file a formal complaint under Section 504.

A complaint regarding the identification, evaluation, classification, or educational program of an educationally disabled Student shall be reviewed in accordance with the School's Special Needs policy.

Evaluation and Compliance. The Principal shall evaluate School programs and practices on nondiscrimination, in accordance with law, and to report evaluations to the Board. The Principal will submit such assurances of compliance as are required by law.

A complainant who believes there is a basis for a grievance related to the Rehabilitation Act may file a written complaint with the Office for Civil Rights, U.S. Department of Education, 1350 Euclid Avenue, Suite 325, Cleveland, Ohio 44115. Any such written complaint must be filed within the earlier of (i) 30 days from the date of the Board's decision, or (ii) 90 days from the date the complainant made his or her complaint to the compliance officer.



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CHAPTER 2: EDUCATION PHILOSOPHY AND PROGRAM

2.1160 Section 504 of the Rehabilitation Act of 1973 (continued)

Employment Practices

Discrimination Prohibited. In accordance with Section 504/ADA, no qualified individual with a disability shall, on the basis of disability, be subjected to discrimination in employment under any of the School's programs or activities. Further, the Board will take positive steps to employ and advance in employment individuals with disabilities. The Board will not limit, segregate or classify applicants or employees in any way that adversely affects their opportunities or status because of disability. Additionally, the Board will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

Reasonable Accommodation. The Board will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose an undue hardship on the operation of the School's program and/or activities.

Facilities

No qualified person with a disability will, because the School's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

The School is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities. The School will meet its obligation through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the School will give priority to those methods that serve persons with disabilities in the most integrated setting appropriate.

Education

The Board is committed to identifying, evaluating, and providing a free appropriate public education (FAPE) to students who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities. The Board recognizes and



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CHAPTER 2: EDUCATION PHILOSOPHY AND PROGRAM

2.1160 Section 504 of the Rehabilitation Act of 1973 (continued)

acknowledges that students may be disabled and eligible for services under Section 504 even though they do not qualify for or require special education and/or related services pursuant to IDEIA. Students eligible for services under IDEIA will be served under existing special education programs.

If a student has a physical or mental impairment that significantly limits his/her learning but does not require specially designed instruction to benefit educationally, the student will be eligible for reasonable accommodations and/or modifications of the regular classroom or curriculum in order to have the same access to an education as students without disabilities. Such accommodations and/or modifications will be provided pursuant to a Section 504 Accommodation Plan.

If a student has a physical or mental impairment, but it does not significantly limit his/her learning, the student will not be entitled to a Section 504 Accommodation Plan; however, a “Classroom Accommodation” may be appropriate.

Parents/guardians/custodians are invited and encouraged to participate fully in the evaluation process. If parents disagree with the determination made by the School’s professional staff, they may request an appeal with an impartial hearing officer.

The Board is committed to educating (or providing for the education of) each qualified person with a disability within the School with persons who are not disabled to the maximum extent appropriate to the needs of the person with disabilities. Generally, the School will place a person with a disability in the regular education environment unless it is demonstrated that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. If the School places a person in a setting other than the regular education environment, it shall take into account the proximity of the alternative setting to the person’s home.

The School will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. Non-academic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the School, referral to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, the non-academic and extracurricular services and activities, including those listed above, the School will verify that persons with disabilities participate with persons without disabilities in such activities and services to the maximum extent appropriate to the needs of the person with a disability.

Notice of the Board’s policy on nondiscrimination in employment and educational practices and the identity of the School’s Section 504/ADA Compliance Officer will be posted throughout the School.



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CHAPTER 2: EDUCATION PHILOSOPHY AND PROGRAM

2.1160 Section 504 of the Rehabilitation Act of 1973 (continued)

The Board directs the Principal to prepare administrative guidelines for facilitating the prompt, fair and appropriate identification, referral, evaluation and placement of students with disabilities who qualify for accommodations under Section 504.

The Board will provide in-service training and consultation to employees on the education of persons with disabilities, as necessary and appropriate.

The Board will adopt a system of procedural safeguards that will provide for prompt and equitable resolution of complaints alleging violations of Section 504/ADA. Due process rights of students with disabilities and their parents under Section 504 will be enforced.

29 C.F.R. Part 1630

34 C.F.R. Part 104

29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990



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CHAPTER 2: EDUCATION PHILOSOPHY AND PROGRAM

2.1170 Screening, Identification and Accommodation of Students with Special Needs

The School is dedicated to facilitating the social, academic, and emotional growth of all Students, and believes that all children can and will learn if they are provided with a safe, nurturing and caring educational environment.

All students enrolling in the School for the first time in kindergarten or first grade will be screened for hearing, vision, speech and communication, and health or medical problems by November 1st of each school year. Students admitted other than at the beginning of the school year will be screened within 60 days of admission. The School may also conduct screenings, including hearing, vision, speech and communication, and health or medical problems, for students enrolled in grades two through twelve as permitted or required by law.

Upon enrolling, Students previously identified as having special educational needs will have their Individual Educational Plan (IEP) reviewed according to applicable law and policy, and, revised where appropriate. Students suspected of having a disability with an educational impact, but not previously identified, may be provided with classroom interventions recommended and designed to assist the Student overcome his/her learning difficulties without further identification. Where interventions are not successful in meeting the educational needs of the Student, a Multi-Factored Evaluation (MFE) will be performed on site after parental consent has been secured. An IEP will be developed, in accordance with applicable requirements, for Students identified as having a disability with an educational impact. All special needs Students will be provided services in the least restrictive environment. Typically, this will mean that special needs students will receive services in the classroom with other students, however, when necessary, special needs students may be pulled from the classroom and provided services on an individual or group basis.

The School will, in circumstances either allowed or required by applicable law: (1) allow adjusted performance/passing standards for Students who have demonstrated limited intellectual capacity, and if deemed necessary by the School, (2) provide specialized tutoring and resource assistance, and (3) incorporate in-class parental assistance within the classroom. At least once per year a workshop or handouts addressing topics on working with underachieving Students will be made available to families of at-risk and special needs Students.

The School will comply with all laws governing the provision of services to Students with special needs. In compliance with the Individuals with Disabilities Education Act (IDEA), multi-factored evaluations beyond those mentioned above will be conducted as needed on all Students classified “special education.” Psychological evaluations and re-evaluations will be conducted as required by law. The School will comply with the building, program and other accessibility requirements of the Americans with Disabilities Act (ADA) and other applicable laws.

Adopted: October 15, 2020



Constellation Schools

CHAPTER 2: EDUCATION PHILOSOPHY AND PROGRAM

2.1170.1 Child Find

The School supports and complies with all applicable federal and state laws, procedures and policies regarding the School's child find responsibilities. The School will conduct all child find activities for students who are enrolled in the School (its geographical area) so that they are appropriately located, identified and referred for evaluation. Parents or guardians have the right to review their child's records and refuse permission to release information (except as required by, or permitted by, law to be released).

Pursuant to Ohio law, the School is required to perform the same child find duties as city, local, exempted village school districts, and will endeavor to adhere to its responsibilities in a manner that does not duplicate the duties of the city, local, or exempted village school districts.

A Child Find Notice shall be published on the Constellation website and in the annual report for each school.

See the Child Find Notice in Appendix 2.1170.1-A and the Parent Notification of Scholarship Programs for Students with Disabilities in Appendix 2.1170.1-B.

20 USC § 1412 et seq.
OAC 3301-51-03.

Adopted: February 16, 2017



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2.1180 Public School Notice

The School is a community school established under Chapter 3314 of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take the Ohio Achievement Assessments, or other tests/examinations, that may be prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the administrative code shall no longer be excused for that purpose upon their enrollment in a community school. For more information, contact school administrators or the Ohio Department of Education. Previously home-schooled students enrolling at the School will be given a diagnostic test in order to determine the appropriate grade level placement.



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CHAPTER 2: EDUCATION PHILOSOPHY AND PROGRAM

2.1190 Parent and Foster Caregiver Involvement

The School recognizes that having Parents and foster caregivers of Students actively involved in Students' education promotes Student success in educational efforts. This involvement of Parents and foster caregivers is likely to bring about overall improvements in academic achievement and encourage positive Student behavior.

In order for our faculty and staff to effectively educate our children, we welcome our Parents and foster caregivers as partners. Parents and foster caregivers are strongly encouraged to participate in a variety of activities and forums that will support our Students academically and add to the vitality of our school.

Parents and foster caregivers will be expected to participate in regularly scheduled status reviews and to sign an agreement with the School confirming their commitment to the educational success of their child. A status review is a formally scheduled conversation between faculty and Parents/foster caregivers in order to discuss their Student's development and progress. Parents and foster caregivers will be required to confer with faculty about their child's social and academic achievement on a regular basis, as scheduled by the School on the School calendar. Parents should attend status reviews in order to receive written report cards. The School also encourages Parents to initiate conferences about their questions and concerns with the Principal or his/her designee and/or faculty members.

The School further encourages Parents and foster caregivers to do the following:

1. Engage in consistent and meaningful communication with the School, including active participation in any parent-teacher conferences/ status reviews;
2. Prioritize Student learning in both the School setting as well as at home;
3. Be aware of School policies, procedures and curriculum and contribute in order to promote the improvement of the School;
4. Participate in School activities where appropriate, including through efforts as a volunteer; and
5. Support and reinforce Student learning at home.

To ensure an effective educational environment unless pursuant to a plan agreed upon by School administration, parents shall not be permitted into/beyond the main office of the School during instructional time to conduct in-class observations or otherwise engage with their child for an extended period in the regular classroom or instructional environment.

The School will make available information regarding the School's policies, procedures, programs, and curriculum in both a format and language that is understandable to Parents and foster caregivers.

R.C. 3313.472

Acknowledged: March 18, 2021
Adopted: October 17, 2019



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CHAPTER 2: EDUCATION PHILOSOPHY AND PROGRAM

2.1190.1 Parent and Family Engagement in Title I Programs

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with Parents and family members (family) of the students being served. Accordingly, the School establishes this parent and family engagement policy, which will be reviewed and approved annually by the Board and distributed to family of children receiving Title I services. The School will address and strive to achieve the following:

- A. involve family in the development of the School's Title I plans and in the development of support and improvement plans, if necessary;
- B. provide coordination, technical assistance, and other support necessary to plan and implement effective family involvement activities;
- C. coordinate and integrate family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local laws and programs;
- D. in consultation with family, annually evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of schools, including:
 1. identifying barriers to greater family participation;
 2. identifying the needs of family to assist with the learning of their children;
 3. identifying strategies to support successful school and family interactions; and
 4. designing evidence-based strategies for more effective family involvement based on the findings of the annual evaluation, and revising the parent and family engagement policy, if necessary;
- E. provide opportunities for the informed participation of family who are English language learners, family with disabilities, and family of migratory children, including providing information and school reports in a format, and to the extent practicable, in a language such family can understand;
- F. conduct meetings with family including provisions for flexible scheduling and assistance to family to better assure their attendance at meetings;
- G. develop agendas for family meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- H. communicate information concerning school performance profiles and their child's individual performance to family;
- I. assist family in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- J. provide timely responses to family questions, concerns, and recommendations;



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- K. conduct other activities as appropriate to the Title I plan and State and Federal requirements.
- L. convene an annual meeting at a convenient time to which all family of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family engagement plan. The School-Family Compact will be given to parents prior to school opening. It describes how the staff, family, and students will share the responsibility for improving student achievement. See **Appendix 2.1190.1-A**;
- M. provide materials and training to help family work with students to improve achievement;
- N. educate teachers, specialized instructional support personnel, school leaders, and other staff, with the assistance of family, about the value and utility of contributions of family, how to reach out to, communicate with, and work with family as equal partners, how to implement and coordinate family programs, and how to build ties between families and the school;
- O. consider training family to enhance the involvement of other families;
- P. consider establishing a family advisory council to provide advice on all matters related to family engagement programs;
- Q. develop appropriate roles for community-based organizations and businesses in family engagement involvement activities.

The School shall reserve at least one percent of its Title I funds to carry out the activities described in this section, unless one percent constitutes less than \$5,000.00, in which case the School is not required to reserve a specific amount.

20 U.S.C. 6318 et seq.

Re-Adopted: March 16, 2023 & March 30, 2023
Acknowledged: March 18, 2021
Adopted: July 20, 2017



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2.1190.2 Title I – Parent’s Right to Know

In accordance with the requirement of Federal law, if the School receives Title I funds the School shall notify all parents that they may request, and the School will provide in a timely manner, the following information on the student’s classroom teachers:

- A. whether the teacher(s) have met the State requirements for certification or licensure for the grade levels and subject areas in which they teach;
- B. whether the teacher(s) is teaching under any emergency or provisional status through which the State requirements have been waived;
- C. whether the teacher(s) is teaching in the field of discipline of their certification; and
- D. whether any paraprofessionals are providing services to their child(ren) and the qualifications of those paraprofessionals, where applicable.

In addition, the parents shall be provided:

- A. information on the level of achievement and academic growth of their child(ren), if applicable and available, on the required State academic assessments; and
- B. timely notice if the student is assigned to, or has been taught for more than four (4) consecutive weeks by, a teacher who does not meet applicable State requirements at the grade level and subject area in which the teacher has been assigned.

Testing Transparency

If the School receives Title I funds, the School shall notify all parents of students that they may request, and the School will provide in a timely manner, information about the School’s policy regarding student participation in any required assessments, including the School’s policy and/or procedure for the parent to opt the child out of such assessment, where applicable and permitted by federal and state law.

The School shall make publicly available information about all State-required assessments and, if such information is available and feasible to report, any assessments required by the School, for each grade served. Such information shall be posted in a clear and easily accessible location on the School’s website or, if the School does not operate a website, the School shall post the information in a clear and easily accessible location in the building. Information about assessments shall include:

- A. the subject matter assessed;
- B. the purpose for which the assessment is designed and used;
- C. the source of the requirement; and
- D. if available, the amount of time students will spend taking the assessment, the schedule for the assessment, and the time and format for disseminating results.

The notices and information shall be provided in an understandable and uniform format, and to the extent practicable, in a language the parent(s) understand.



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20 U.S.C. 6312(e)

See **Appendix 2.1190.2-A** Parent's Right-to-Know Letter; **Appendix 2.1190.2-B** Letter to Parent Regarding Instruction Provided by Teacher that Does Not Meet State Qualification Requirements. See also Policy 2.1290 Assistance to English Language Learners and Immigrant Students and Policy 4.1130 R.C. 3314.041 Notice

Acknowledged: March 18, 2021
Adopted: September 20, 2018



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2.1190.3 Parental Involvement-Use of Evidence-Based Research

The School will use evidence-based research to provide the parents of its students with meaningful opportunities to participate effectively in their children's education to foster their children's achievement. The School will use evidence-based research to lower the barriers to the parents' participation in school planning, review, and improvement.

20 U.S.C. 6318

Acknowledged: March 18, 2021
Adopted: July 20, 2017

2.1190.4 Parental Review of Instructional Materials

The School shall make available for review by parents, upon a reasonable request, any instructional material used as part of the educational curriculum for students. "Instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic format or digital formats (such as materials accessible through the internet). The term does not include academic tests or academic assessments.

20 U.S.C. §1232h

Acknowledged: March 18, 2021

2.1190.5 Parent Support Organization

Parents are expected to create a parent-run organization to support the school. Such an organization would be an independent entity, separate and apart from the school. However, any activity or initiative undertaken by the Parent Support Organization, including fundraising activities, on behalf of the School, in the name of the School, on School property, or, at any School-sponsored event, must be approved in advance by the Principal.

Acknowledged: March 18, 2021

2.1190.6 Parental Consultation Re: Physical Exams

The School shall notify parents or students who are at least eighteen (18) years of age or emancipated minors ("eligible students") at least annually of the projected or approximate dates of any non-emergency, invasive physical exam that is required as a condition of attendance, administered by the school and scheduled in advance and not necessary to protect the immediate health and safety of the student, or of other students. "Invasive physical exam" means any medical examination that involves exposure of private body



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parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening. This section does not apply to any physical exam or screening that is permitted or required by State law. Parents or eligible students shall have the right to opt out of participation in any physical exams covered by this section.

20 U.S.C. §1232h

Acknowledged: March 18, 2021

2.1190.7 Program Accountability

The School is accountable to its Sponsor to deliver the curriculum set out in its Contract. In order to assist in achieving its goals and fulfill its mission, the Principal or his/her designee shall report to the Board, the School's progress in every area of curriculum of the School.

Acknowledged: March 18, 2021



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2.1200 Policy Regarding High Quality Education

The School will make every reasonable effort to provide all children with a significant opportunity to receive a fair, equitable, and high-quality education, and to close the educational gap between the School's high and low performing students.

20 U.S.C. 6301

Adopted: July 20, 2017



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2.1210 Teacher Responsibility (Rescind on July 20, 2017)



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2.1220 Scientifically Based Instruction Methods (Rescinded on July 20, 2017)



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CHAPTER 2: EDUCATION PHILOSOPHY AND PROGRAM

2.1230 School to Work Programs (Rescinded on November 30, 2017)

Adopted: November 30, 2017



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2.1240 Compliance with State Academic Standards

The School will make every reasonable effort to ensure that it uses high quality academic assessments, accountability systems and teacher preparation and training, and ensure that the foregoing and the school's curriculum and instructional materials are aligned with applicable academic standards. The School will enable all interested parties, including students, parents, teachers and administrators, to measure this school's progress in meeting its goals for student academic achievement.

The School will make every reasonable effort to use assessments to improve and strengthen accountability, teaching, and learning to ensure that its students are meeting the applicable academic standards.



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2.1250 Funding Under Title I, Part F-Curriculum/Student Development (Rescinded July 20, 2017)



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2.1260 Migrant Students

In order to obtain funding under Title I, Part C, federal law mandates that the School adopt comprehensive educational programs for its migrant students during the school year and, as applicable, during the summer or intersession periods, to address the unique educational needs of migrant children.

The School will ensure that its migrant students are provided with the opportunity to meet the state's academic achievement standards.

The School will help its migrant students overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that inhibit their ability to learn and to succeed in school.

20 U.S.C. 6391(1), (3)-(4)



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2.1270 Advanced Placement Program (Rescinded on July 20, 2017)



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2.1280 Preventing Dropouts (Rescinded on July 20, 2017)



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2.1290 Assistance to English Language Learners and Immigrant Students

If the School receives Title I or Title III funds to provide a language instruction educational program, then not later than 30 days after the beginning of the school year, the School shall notify Parents of English language learners (“ELL”) who are participating in or identified to participate in such a program of the following:

- A. the reasons for the child’s identification as an ELL in need of placement in a language instruction educational program;
- B. the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
- C. the methods of instruction used in the program or in other programs available to the child, including how those programs differ in content, instructional goals, and the use of English and a native language in instruction;
- D. how the program will meet the educational strengths and needs of their child;
- E. how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- F. the specific exit requirements for the program, including the expected rate of transition from the program into non-ELL classrooms, and the expected rate of graduation from high school (including four-year and extended-year adjusted cohort graduation rates for such program), if Title I or Title III funds are used for high school students;
- G. in the case of a child with a disability, how the program meets the objectives of the child’s individualized education program;
- H. information about the parent’s rights to remove their child immediately from the program upon request, to decline to enroll their child in the program or to choose another program or method of instruction, if available, and to select from among various programs and methods of instruction with the assistance of the School, if multiple programs or methods are offered by the School.

If the School identifies a student as an ELL during the school year, the School shall provide the above-listed notifications to the parents within two weeks of placing the child in a language instruction educational program. A student shall not be admitted to or excluded from any such program or other federally funded program on the basis of surname or language-minority status.

Each School receiving Title I funds shall implement an effective means of outreach to parents of ELLs to inform the parents how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students. Such outreach must include holding, and sending notice of opportunities for, regular meetings for the purpose of developing and responding to recommendations from parents of students assisted under Title I or Title III.



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All required notices and information shall be provided in an understandable and uniform format and, to the extent practicable, in a language the parent understands.

In order to obtain funding under Title III, federal law mandates that the School improve the education of its ELL and immigrant students by assisting the children to learn English and meet the state's academic standards. The School will use effective approaches and methodologies for teaching ELL and immigrant students.

The School shall implement an ELL plan to ensure that its programs are serving ELL students effectively. The ELL plan shall set forth affirmative steps that the School will take to rectify the language deficiency of its ELL students and to open its instructional program to these students. The steps shall include identifying and assessing students who need assistance; developing a program which, in the view of experts in the field, has a reasonable chance for success; ensuring that necessary staff, curricular materials, and facilities are in place and used properly; developing appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and assessing the success of the program and modifying it where needed.

In implementing its ELL plan, the School may refer to Appendix 2.1290-A which contains guidelines issued by the Ohio Department of Education for the Identification and Assessment of Limited English Proficient Students. The School may also utilize the form, included therein, to identify students whose home/native language is not English, to assess their English language, and to assist with the placement of students in an appropriate educational program.

The School shall comply with Title VI regulations that require a school to avoid discrimination on the basis of national origin in its programs and activities. To this end, the School shall provide any alternative language programs necessary to ensure that ELL students have meaningful access to the School's programs.

20 U.S.C. 6312(e); 20 U.S.C. 6825(a); Title VI of the Civil Rights Act of 1964; Lau v. Nichols, 414 U.S. 563 (1974).

See Appendix 2.1290-A Guidelines for the Identification and Assessment of LEP Students.



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2.1300 Reading Standards (Rescinded July 20, 2017)



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2.1310 Student Transportation

District Provided Transportation. Except where the Board has assumed the responsibility of providing transportation pursuant to Ohio Revised Code 3314.091, the Board recognizes that State law and this Policy do not require the School to provide transportation to students enrolled in the School. Thus, it is the School's policy that routine transportation of pupils will be provided to all students by the student's native district as required by R.C. 3323, and within the limitations established by the "Ohio School Bus Operation Regulations" issued by the Ohio Department of Education, Ohio State Highway Patrol and the Ohio Department of Highway Safety, and as otherwise required by State law. A student receiving transportation services from his or her native district must comply with all district rules regarding busing. Bus stops and routes will be established by the native district. Students are expected to conform the bus code of conduct, including any bus driver instructions, while using district provided transportation.

Supplemental Transportation. Notwithstanding the above, The Board recognizes that State law and this Policy do not require the School to provide transportation to those students in grades Kindergarten to Eighth who reside less than 2 mile(s) from the School, or for those students whose transportation requires more than 30 minutes of travel time ("Eligible Students"). However, the Board may choose to offer transportation to these students, so long as transportation services are provided in an equitable and non-arbitrary basis. Accordingly, the Board may elect to provide transportation services to Eligible Students within the limitations established by this Policy, the "Ohio School Bus Operation Regulations" issued by the Ohio Department of Education, Ohio State Highway Patrol and the Ohio Department of Highway Safety, and as otherwise required by State law.

If the Board elects to provide supplemental transportation:

The Board may contract with a qualified transportation provider that is authorized to provide pupil transportation ("Transportation Service Provider"). The Transportation Service Provider shall be responsible for planning and operating the School's transportation program, subject to the Board's approval. The Transportation Service Provider, as the owner of all school buses, shall equip all buses with emergency assistance cards, and shall adopt a policy for handling emergencies on school buses while pupils are being transported consistent with Ohio laws and rules. All buses shall be kept clean on the inside and outside, with all markings clearly visible and lights and windows fully operational. Requests for transportation of Eligible Students shall be made to the Board or its designee. The Board or its designee shall determine if transportation will be provided on an individual basis, and any decision to offer transportation services beyond the legal requirements or the requirements of this Policy shall be based upon:



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- a. The date of the request compared with the date of all other requests for transportation (i.e., on a “first come, first served” basis);
- b. Special needs;
- c. The availability of funds and the cost of additional transportation services;
- d. The number of students that would be transported, and if those students are sufficiently “clustered”;
- e. The Eligible Student’s grade;
- f. The need for transportation based on lack of adequate district service or concerns or for safety brought about by an unusually hazardous condition; and
- g. Any other factor deemed pertinent by the Board.

Unusually hazardous conditions may include but are not limited to: (1) high traffic roadways or highways; (2) absence of adequate sidewalks, crosswalks or traffic signals; (3) high speed limits; (4) roadway construction; (5) the presence of particularly dangerous individuals; or (6) other conditions deemed unnecessarily dangerous by the Board.

The Principal, in conjunction with the Board, shall take all necessary steps to secure the transportation services required by this Policy.

Students Meeting the Federal Definition of “Homeless”. Eligible Students who are homeless will be transported from their temporary place of residence to the School, at the request of the parent, guardian or unaccompanied minor, to the same extent as all other Eligible Students of the School and consistent with this Policy. If the homeless student’s temporary residence is located outside the boundaries of the School, the Liaison for Homeless Children will contact the district in which the student temporarily resides to arrange for transportation of the student and to seek an agreement on apportioning the cost of such transportation. Under no circumstances will a homeless student be denied enrollment based on issues related to student transportation.

Students with Disabilities. Where transportation services are included in an Eligible Student’s individualized education program (“IEP”), the School shall ensure that transportation services are provided regardless of distance from the Eligible Student’s residence to the School. Transportation services shall also be provided for all Eligible Students who are so disabled that they are unable to walk to and from the School. All other Eligible Students with disabilities will be transported in the same manner as nondisabled students.



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Bus Routes and Stops. Bus routes shall be established by the Board or its designee so that each bus stop is within a defined reasonable walking distance of the home of every Eligible Student who is receiving transportation services. The Transportation Service Provider shall be responsible for operating the bus on the approved time schedule and ensuring that the bus driver uses the established route, only making stops at points designated by the Board and waiting for pupils if ahead of schedule. School bus stop locations shall provide for the maximum safety of pupils giving consideration to distance from residence, traffic volume, physical characteristics, visibility, and weather conditions. Bus stops shall be established on the residence side of all four-lane highways and other roadways posing unusually hazardous conditions. Bus stops shall be located at a distance from the crest of hills or road curvatures to allow motorists adequate visibility. Bus drivers must use an approved hand signal and eye contact with students outside the bus at any stop where students are in the process of loading and unloading. Each Eligible Student shall be assigned and required to use a specific bus stop. Bus routes shall be approved by the Board annually. Any subsequent changes to designate or relocate bus stops may be made by the Board or its designee. Bus stops and time schedules shall be adopted and put in force by the Board no earlier than thirty (30) days prior to, and no later than ten (10) days after the beginning of the school year.

The Transportation Service Provider shall notify the School of any pedestrian or vehicular concerns effecting bus routes and stops.

Idling. Buses that utilize diesel engines shall not be permitted to idle in excess of five minutes while in school loading zones, unless the operation of a wheelchair lift is required.

Safety Instruction. The Transportation Service Provider shall annually provide safety instructions regarding transportation services on and around the school bus to all Eligible Students receiving transportation services and their parents, and to any passengers participating in non-routine use of a school bus. Eligible Students in grades Kindergarten through three (3) shall be provided safety instruction within the first two (2) weeks of classes each school year, which shall include, but not be limited to, the following:

- a. Safe walking practices to and from the bus stop;
- b. Wearing appropriate light-colored or reflective clothing when walking to and from the bus stop in the dark;
- c. How and where to wait safely for the bus;
- d. How to avoid risky behavior, including risks involving strangers;
- e. What to do if the bus is late or fails to arrive;



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- f. How to enter and leave the bus safely, including concerns for snagging clothing, backpacks, and other items that may be caught or dropped around or under the bus;
- g. Safe riding practices (including instruction on pupil transportation management policies);
- h. Safety precautions when crossing the highway before boarding and after leaving the bus;
- i. Respect for the rights and privileges of others and safe riding practices; and
- j. The dangers of trespassing in a railroad right of way and other dangerous areas.

Students enrolled in grades four through twelve and regularly transported shall be properly instructed in safety procedures on and around the school bus.

Passengers participating in non-routine use of school buses shall receive safety instructions at the beginning of the bus trip. (The return portion of a round trip event is excluded from this requirement.) Instruction shall include, at minimum, identification of safety exits, the requirement to keep aisles clear, and the requirement to remain seated while the bus is in motion.

Pupil Transportation Management. Bus drivers shall be employed by the Transportation Services Provider and shall meet all federal, state and local laws and rules regarding driver qualifications. The bus driver shall have the authority and responsibility for maintaining control and overseeing all pupils while they are on-board the bus, at loading and unloading zones, or in traffic areas on the School's premises. Bus drivers are also responsible for ensuring that each student boards and disembarks at his or her designated bus stop. Bus drivers should report any overcrowding or otherwise unsafe conditions to the Board or its designee.

Bus drivers must be provided with access to appropriate information about the child to the degree that such information might affect the safety and well-being of the student on the bus. This information must be kept strictly confidential.

Eligible Students who receive transportation shall arrive at the bus stop before the bus is scheduled to arrive and must wait in a location clear of traffic, leaving adequate distance for the bus to safely stop. Pupils must board and exit the bus at appropriate locations, unless a student has parental and administrative authorization to do otherwise. Students must go directly to an available seat or an assigned seat, if applicable, so that the bus may resume motion safely. Pupils must remain seated keeping aisles and exits clear. Students may only board the bus with objects that can be held in a student's lap, or otherwise stored in the rear of the bus so long as no students are displaced by the possessions. Students shall not bring firearms, ammunitions, weapons, explosives, or other dangerous materials or objects onto the



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bus. Animals, except those identified as service animals, are prohibited from boarding the bus.

Students must comply with the School Code of Conduct while at bus stops, boarding and disembarking, and riding the bus. Students shall observe classroom conduct, or the bus code of conduct established by the School and/or Transportation Service Provider and shall obey the bus driver promptly and respectfully at all times while waiting at bus stops, boarding, riding and departing the bus. Profane language while riding the bus is prohibited. Pupil behavior, including while at bus stops, shall not threaten life, limb or the property of any individual. Students must not throw or pass objects on, from or into the bus and shall keep all parts of the body inside the bus while the bus is moving. Students may not eat or drink on the bus, except as required for medical reasons or as permitted by the School or Transportation Service Provider for a non-routine trip during which the pupils are supervised by a chaperone. Students shall not possess or use nicotine products, alcohol and drugs, except for drugs prescribed by an authorized physician, while on the bus.

Bus drivers are authorized to immediately remove a pupil from transportation when the pupil's presence poses a danger to persons or property or a threat to the safe operation of the school bus. A student who is immediately removed from transportation must be given notice as soon as practicable of a hearing, which must be held within seventy-two hours of the removal. The length of removal shall be in accordance with the Transportation Service Provider's policies. Bus drivers shall report in writing all rule violations or conduct that justify immediate removal, suspension, or expulsion from the bus.

See also **Policy 4.2010** Student Code of Conduct, **Policy 4.2110** Homeless Students, Policy 2.1150 Rights of Individuals with Disabilities, **Policy 2.1160** Section 504 of the Rehabilitation Act of 1973, **Appendix 2.1310-A** Bus Driver Qualifications, **Appendix 2.1310-B** Bus Inspections, **Appendix 2.1310-C** Field Trip Permit and **Appendix 2.1310-D** Pre-Trip Safety Training Verification.

O.R.C. 3327 et seq.; O.A.C. 3301-83 et seq.



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2.1320 Use of Animals in the Classroom or on School Premises

The use of support dogs or service animals (as defined by this policy) in classrooms and on the School premises is permitted in order to support the educational mission of the School, as well as to comply with federal and state law.

Definitions

Service Animal: Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disorder.

- i. Other species of animals, whether wild or domestic, trained or untrained, are not Service Animals for the purposes of this definition; however miniature horses may qualify in some situations.
- ii. The work or tasks performed by a service animal must be directly related to the individual's disability.

Support Dog: A dog utilized for emotional support, well-being, or comfort by individuals with disabilities. Because they are not individually trained to perform work or tasks, Support Dogs are not Service Animals. Support Dogs must be registered as an emotional support animal with an entity approved by the Principal, or a letter written by a licensed therapist who has personal knowledge of the animal, and its emotional support role must be provided to the Principal. Support animals will be restricted to dogs only.

Classroom Animals: Classroom Animals are animals other than dogs owned by the School or a Teacher that remain in the classroom for instructional or pedagogical reasons.

Guidelines

The following guidelines must be observed when permitting the presence of a Classroom Animal, Support Dog or Service Animal in an activity or program:

1. A Support Dog or Classroom Animal will only be permitted on the premises if approved in advance by the Principal. Students who will be in the classroom during activities with a Support Dog or Classroom Animal must have submitted the completed permission slip, Animals in the Classroom and on School Premises Parent/Guardian Information and Consent Form. A permission slip is not required for the presence of a Service Animal pursuant to a valid Individualized Education Program (“IEP”) or Section 504 of the Rehabilitation Act Plan (“504 Plan”), or reasonable accommodation for School employees.
2. Students are to be instructed not to bring personal pets to School at any time without approval of the Principal. The School acknowledges its responsibility to permit



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individuals with disabilities to be accompanied by a Service Animal in its building, classrooms, and at school-related functions, as required by the American with Disabilities Act (“ADA”). Service Animals may also be permitted in particular circumstances under the Individuals with Disabilities in Education Act (“IDEA”) and Section 504 of the Rehabilitation Act (“Section 504”).

3. It is permissible for a staff member to have one (1) or more Support Dogs or Classroom Animals on school premises with the permission of his or her supervisor under the following conditions:
 - i. the animal is not venomous or vicious, and has no history of biting;
 - ii. arrangements have been made for the humane care of the animal, including feeding, housing the animal safely, comfortably, cleanly, and in a manner that does not disrupt the classroom environment;
 - iii. arrangements have been made for the proper care of the animal when School is not in session;
 - iv. rules have been established and understood regarding when and how the animal is to be treated by the students;
 - v. safety procedures relating to the animal have been reviewed with students; and
 - vi. animals will be leashed or caged in common areas such as hallways using a fixed length leash no longer than 6 feet long or cage reasonably calculated to contain the animal.
4. If a Support Dog is brought into the school, it must have all of its vaccinations/shots up to date and proof shall be submitted to the school office.
5. Support Dogs and Service Animals must wear an identification tag indicating the name and address of their owner. If the animal is a dog, it must be properly licensed.
6. If the Support Dog or Classroom Animal is an adult or rescue, it must be part of the staff member’s family for at least two months prior to being brought to school.
7. Support Dogs must be spayed or neutered.
8. Animals must be reasonably clean and groomed.
9. Animals must be free from parasites (e.g., fleas, ticks, worms).
10. Support Dogs must be reasonably trained to follow basic commands.
11. Staff member that owns a Support Dog or Classroom Animal assumes all responsibility for any School or Constellation Schools property that may be damaged by animal, all liability for



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any personal injury or other damage to individuals alleged to have been caused by the animal, and shall be properly insured for any associated liability to the satisfaction of the School.

12. Staff member that owns a Support Dog or Classroom Animal assumes all responsibility for cleaning up after animal.
13. The Principal may restrict or revoke the right to bring a Support Dog or Classroom Animal to School at any time for any reason. The Principal may establish reasonable restrictions on the areas where a Support Dog or Classroom Animal may be permitted on the premises.

29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended; 42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990; 20 USC 1412; 34 CFR 300.220.

See also Policy 2.1160 Section 504 of the Rehabilitation Act of 1973; Policy 2.1150 Rights of Individuals with Disabilities; and Appendix 2.1320-A Support Animal Request and Verification Forms.

Adopted: August 22, 2019



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2000 EDUCATION PROGRAM

2.2010 Curriculum

The School will use a competency-based educational program, which is aligned with the State of Ohio's current curriculum standards to ensure that all students are prepared for the state-mandated assessments, achievement and diagnostic tests. The curriculum will be sequentially developed with emphasis placed on mastery at grade level and special intervention for at risk students. The curriculum will include the following content areas:

- Language Arts
- Math
- Science
- Social Studies, including Citizenship
- The Arts
- Physical Education/Health & Safety
- Technology

The curriculum will be reviewed and revised, from time-to-time, to ensure students are provided current materials and information that continues to be aligned with the state's Academic Content Standards and tests.

2.2010.1 Disposal of Unusable Textbooks

Determination of unusable textbooks. The School will determine whether textbooks are unusable. This determination may be based on: the age of the textbooks; the fact that textbooks no longer substantially relate to the curriculum framework; the physical condition of the textbooks; or, such other conditions or circumstances as the Board may determine are appropriate. Prior to disposition of any textbooks, the Principal will complete an inventory of all unusable textbooks and advise the Treasurer. The Treasurer, in consultation with the Executive Director, shall approve the disposal of all unusable textbooks.

Methods of disposal. Once approved for disposal, the Principal may:

1. Offer materials to staff within the School; or
2. Offer materials to students presently attending the School.



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2.2010.1 Disposal of Unusable Textbooks (continued)

Remaining textbooks will be inventoried and the inventory list will be provided to the Coordinator of Educational Programs, who will accumulate all unusable textbooks at a central location. The Coordinator of Educational Programs may:

1. Contact community schools or community school sponsors and offer the textbooks to any Ohio community school. If more than one school expresses an interest in the materials, the decision of the Coordinator of Educational Programs shall be final;
2. Attempt to recycle the unusable textbooks through a paper recycling company;
3. Donate the unusable textbooks to any other non-profit organization; or
4. Otherwise dispose of the unusable textbooks in an appropriate manner to be determined by the Coordinator of Educational Programs. [Unusable textbooks must be in sealed boxes when placed in trash containers.]



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2.2020 Instructional Design

2.2020.1 Methods

The School will employ a variety of instructional methods to ensure that the individual educational needs of all students are met; to maintain student interest; and, to challenge all students to strive for academic excellence. Teaching students' skills in each curriculum area will be accomplished in single or multi-grade classrooms through the following instructional techniques:

- self-contained classrooms
- small and large group instruction
- multi-age classrooms and/or groupings
- Grouping by subject of interest
- Ability grouping
- individualized instruction
- computer-based and/or assisted instruction
- cooperative learning
- distance learning
- independent study
- Direct Instruction
- field trips, guest speakers and special presentations
- volunteer and real-life experiences
- departmentalization
- interdisciplinary teaming
- multi-media instruction
- a certificated teacher in each classroom, supplemented by assistant teachers, aides, and specialty teachers where necessary and appropriate

2.2020.2 Materials

Instructional materials and resources will be monitored and reviewed on an on-going basis and may include:

- teacher lesson plans
- mentors
- current textbooks, library and other books, workbooks and worksheets
- magazines, newspapers and other current materials
- computers, academic software programs and the Internet
- multi-media materials
- community resources
- integration of Character Education throughout the curriculum



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2.2020 Instructional Design (continued)

2.2020.3 School Calendar

Each year the Board will establish the School calendar and will notify the staff, parents and students. The School will provide a minimum of 920 hours of instructions for students.

2.2020.4 Daily Schedule

The daily schedule of the School is set forth below, however, the schedule may be modified from time-to-time to meet the needs of the school and its students.

8:00	–	8:30 a.m.	Teacher Preparation
8:30	–	11:30 a.m.	Morning Classes
11:30	–	12:00 p.m.	Lunch
12:00	–	12:30 p.m.	Recess
12:30	–	3:30 p.m.	Afternoon Classes
3:30 p.m.			Dismissal
3:30	–	4:00 p.m.	Teacher Preparation

Students are permitted to enter the building five minutes prior to the start of morning classes and must be picked up promptly at dismissal time.

2.2020.5 Class Size

The School believes that small classes create superior learning environments. The school will endeavor to maintain small classes; however, individual classes may have more than twenty students to meet the needs of the School, the program and/or the students.



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2.2030 Exit Goals

Students graduating from the School will strive to successfully:

- Complete classroom assignments with little assistance from the teacher;
- Respond orally to questions pertaining to “grade level” material with a clear understanding of what is being asked;
- Acquire and apply the essential skills in each of the curriculum areas that have been presented;
- Integrate and apply the skills learned in each area of the curriculum with interdisciplinary activities;
- Complete homework assignments independently, accurately, and on time;
- Ask questions and seek assistance from the teacher in order to receive extra help and intervention that will allow for mastering the material taught;
- Live and work cooperatively with one another by integrating the character development education/values learned;
- Use computing and computer research skills effectively to complete classroom assignments;
- Read fluently for comprehension, oral presentation and building vocabulary;
- Demonstrate a sense of personal responsibility, confidence and advocacy.



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2.2040 Student Assessment

2.2040.1 Reporting Student Progress and Grades

The School will utilize a range of assessment methods to judge Student performance. The School recognizes its responsibility for providing a system of grading Student achievement that can help the Student, teachers and Parents judge properly how well the Student is achieving the goals of the School's Program. See also Policies 2.1190.1 through 2.1190.5 on Parent Involvement.

The Board believes that the School's grading system should be a reliable system and one that ensures each Student's grades signify accurately his/her degree of accomplishment of those expected learning goals which are to be stated for each program at every grade level, Kindergarten through 12.

The Principal, in consultation with the Coordinator of Educational Programs or other personnel designated by the Executive Director, shall develop procedures for grading which:

1. Have clear, consistent criteria and standards particularly when grades are based on subjective assessment;
2. Help each Student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade; and
3. Provide frequent opportunities for each Student to obtain information as to his/her progress toward the learning goals of his/her courses or programs.

The teacher responsible for a Student's instruction in a particular course or program shall determine the Student's grade. That grade may not be changed without the permission of the Principal.

Adopted: February 15, 2018

2.2040.2 Report Cards

The Ohio Department of Education issues a report card that shall be distributed to the parents and students of the School, to the members of the board of education of the school district in which the School is located, and to any other party requesting the report card from the Department of Education. The School will disseminate the information contained in the annual report card in an understandable and uniform format.

20 U.S.C. 6311(h)(2); R.C. 3314.012(D)

Adopted: July 20, 2017



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2.2040.3 Progress Reports

Progress Reports will be issued halfway through each quarter and will indicate student strengths and weaknesses. Parents may request a conference with the teacher to discuss the Progress Report.



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2.2040.4 Student Assessment and Academic Prevention/Intervention Services

State-Mandated Assessments. The School shall administer State-mandated assessments (e.g., diagnostic assessments and achievement tests) to Students at the times designated by the State Board of Education. The School may, for medical reasons or other good cause, excuse a Student from taking a State-mandated assessment on the date scheduled, but any such assessment shall be administered to such excused Student not later than nine (9) calendar days after the last regularly scheduled test administration date. The School shall annually report to the State Board of Education, not later than June 30, the number of Students who have not taken one or more of the State-mandated assessments.

The Superintendent or his/her designee shall administer State-mandated assessments and submit the assessments to the entity with which the Ohio Department of Education contracts for the scoring of the tests, in accordance with Ohio law.

Beginning with students who enter the ninth grade for the first time on or July 1, 2022, the parent or guardian of a student may elect not to have a nationally standardized assessment administered to that student. In that event, the School shall not administer the nationally standardized assessment to that student.

Diagnostic Assessments are assessments aligned with the Ohio academic content standards and model curriculum designed to measure student comprehension of academic content and mastery of related skills for relevant subject areas. Diagnostic assessments shall be administered by the School at least once annually for grade levels Kindergarten through second grade in reading, writing and mathematics and for grade three in reading and writing to the following students:

- Any Student who transfers to the School if his/her former school did not administer each applicable diagnostic assessment to the Student in the current school year (must be administered within thirty (30) days from the date of transfer).
- Previously home-schooled Students enrolling at the School will be given a diagnostic assessment in order to determine their appropriate grade level placement.
- Each kindergarten student will complete the readiness assessment. The School shall administer the readiness assessment not earlier than the first day of the school year and not later than the twentieth day of instruction of the school of that year. The language and reading skills portion of the assessment must be administered by September 30 of that year.
- As required pursuant to the Third Grade Reading Guarantee. See Policy 2.2070, Promotion and Retention Policy.

Social Studies Assessments are to be administered in at least the fourth (4th) and (6th) grades. Assessments used for such purposes shall be determined by the School and may be formative or summative in nature. The School shall not report the results of social studies assessments to the Ohio Department of Education.



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Academic Prevention/Intervention Services. The School shall provide intervention services commensurate with the student's performance in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, or science proficiency or achievement test or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

If the School has a three-year average graduation rate of less than seventy-five percent (75%), then the School shall provide intervention services commensurate with the student's performance to any student whose results on the Ohio Graduation Test practice assessment indicate that the student is failing to make satisfactory progress toward being able to attain scores at the proficient level on the Ohio Graduation Test. The School shall provide the intervention services prior to the end of the school year, during the summer following ninth grade, in the next succeeding school year, or at any appropriate combination of those times.

Testing Time Limitations. Starting in the 2017-2018 school year, the School shall ensure that no student is required to spend more than two percent (2%) of the school year, cumulatively, taking State-mandated or other School-required assessments or spend more than one percent (1%) of the school year, cumulatively, taking practice or diagnostic assessments. The School may exceed these limitations by resolution of the Board, provided that the Board first conducts at least one public hearing on the proposed resolution.

These time limitations do not apply to:

- Assessments for students with disabilities;
- Related diagnostics for students who did not obtain a passing score on the third grade English language arts achievement assessment;
- Substitute advanced placement or international baccalaureate examinations; or
- Additional assessments administered to identify a student as gifted.

Recordkeeping. The School shall keep records for each student that include the following:

- A unique state student identification code or student data verification code in accordance with R.C. 3301.0714(D)(2);
- A list or designation of which assessments are required and which assessments are not required;
- A list or designation of which assessments, required or not required, are taken and which assessments are not taken during each assessment administration period;
- A score for each assessment taken, whether required or not required;
- Whether or not each student attained the requisite performance standard designated for each required assessment;
- What, if any, assessments must still be taken;
- Whether or not intervention must be provided; and



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- For each test required for graduation, the date passed shall be recorded on the student's transcript. No information regarding a test not passed shall be on the student's transcript.

After the administration of any diagnostic assessment and upon a Parent's request, the School shall provide a Student's completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment to the Student's Parent.

Retention. No results from required statewide assessments shall be used as the sole basis for determining whether or not to promote a student from grade to grade, except as specified in the Third Grade Reading Guarantee. However, the School may choose not to promote to the next grade level any student who does not take a State-Mandated Assessment if the student is not exempt from the requirement to take assessments.

Summer Remediation Services. Instruction will be developed and offered by the School during the summer to any student who failed to score at the proficient level on a third grade reading achievement test or a diagnostic assessment.

Superintendent Duties. The Superintendent or his/her designee shall develop an assessment system that includes:

- The administration of state-mandated assessments;
- Regular assessments of student performance;
- Multiple and appropriate assessments that will be used to measure student progress;
- Assessment practices that conform to current professional standards for validity and reliability; and
- Sharing information with parents, students, and the community regarding assessment purposes and results.

The Superintendent or his/her designee shall also develop:

- Procedures for using diagnostic assessments to measure student progress in accordance with academic standards;
- A plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of the diagnostic assessments;
- Procedures for the regular collection of student performance data; and
- Procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify those services.

Students with Disabilities. All identified students with disabilities in the School shall be considered for participation in State-mandated testing. The extent of the student's participation shall be determined by the IEP/504 team. The IEP/504 plan developed for the student must specify the manner in which the student will participate in the state achievement assessments. All students shall participate in diagnostic assessments except those with significant cognitive



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disabilities or other disabilities as authorized by the Ohio Department of Education on a case-by-case basis.

This policy shall be reviewed and updated annually.

R.C. 3301.0710, 3301.0711, 3301.0715, 3301.0729, 3313.608, 3313.6012, OAC 3301-13 et seq. and 3301-35 et seq.

See Appendix 2.2040.4-A Assessment and Academic Prevention/Intervention Services Procedures; Policy 2.2040.8 Alternate Assessments for Students with Disabilities; and Policy 2.2070 Promotion and Retention Policy, and Appendix 2.2040.1-A Individual Student Assessment Recordkeeping Chart.

Security and Ethical Use of Test Materials

A. Administrative Organization. The Principal or his/her designee will serve as the School coordinator for the Statewide assessments, and is responsible for distributing, collecting and securing (in a locked cabinet or closet) all testing materials while they are in the School, and appoint specific staff members to serve as test examiners.

Examiners are responsible for distributing, administering, proctoring, collecting, and securing all test materials while they are in their possession.

The Principal or his/her designee and other staff members specifically designated to administer the tests are the only persons authorized to have access to the test materials or to be present in the testing room(s).

B. Security and Ethical Use of Test Materials. Achievement tests and all material developed for use in any form (except practice tests) are secure materials. All testing examiners and classroom teachers giving the test must follow these provisions, as well as the provisions established by the Ohio Department of Education. It is unethical and illegal to: (1) alter a Student's responses or to assist a Student to cheat in any way; (2) use, or help others to use, any secure materials to prepare Students for the test or to assist Students who have failed the tests; (3) reproduce any secure material; and (4) release secure material to Students, parents, or any other individual or group.

C. Test Security Violations. All staff members are encouraged to voice any concern about any practice they consider unethical and/or inappropriate by reporting the alleged unethical activity to the Principal or his/her designee in writing. Any alleged test security violation will be investigated by the Principal or his/her designee. If it is determined that a violation occurred, any of several consequences may follow:

A. All security or ethical breeches must be reported to the Ohio Department of Education within ten (10) days of any violation.



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- B. One of more answer sheets may not be scored.
- C. The Board, after appropriate procedures are followed, may terminate, or otherwise discipline an employee found guilty of a violation.
- D. The State Board of Education, following appropriate procedures, may seek the suspension of an educator's license certificate.
- E. A law enforcement agency, following an appropriate investigation, may prosecute under Ohio's criminal code.

Prior to commencing an Ohio Department of Education investigation and taking action as a result of an allegation of a test security violation, the State Board of Education will provide the individual with notice of the allegation and an opportunity to respond and present evidence.

D. Building Administration. All coordinators and examiners are responsible for ensuring that all test security provisions are followed while the test materials are at the School. All test coordinators and classroom teachers giving the test must read the Directions for Administration and Rules for Testing prior to the testing dates. All test coordinators must keep these booklets on file. The tests will be serially numbered and wrapped in sealed packages when they arrive at the test sites. The testing coordinator is to open the sealed packages at the appropriate time, check and verify in writing the accuracy and receipt of all test materials, and prepare the test booklets. Since testing coordinators are required to account for and return all materials, they must carefully track the materials before, during, and after test administration. This responsibility includes the timely packing and shipping of all used materials and transporting any unused materials to the Principal or his/her designee for shipment. Careful written recordkeeping and thorough rechecking are essential throughout the testing process.

E. Final Accounting of Missing Materials. Whenever possible, testing materials are computer scanned before they are shipped to the School and scanned again after they are returned to the testing company. Should any testing materials be unaccounted for after they are returned to the testing company, the Principal or his/her designee, along with the appropriate examiner(s), will conduct a thorough investigation. If after the investigation of all written records, the materials are still unaccounted for, the Principal or his/her designee will report his/her findings the Ohio Department of Education. If further investigation should occur, the individual(s) involved will be provided with an opportunity to respond to the charges and present a defense.

F. Communication of this Policy with Students and Staff. By the first of October each school year, the Principal will ensure that this policy is handed out to and discussed with students participating in the assessments, as well as staff members who administer the assessments, are authorized to be in the assessment room, and/or who have access to the



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assessment materials. Students and staff shall be reminded orally prior to each test administration period.

G. Participation of Students with Disabilities. Students with disabilities participate in the Statewide assessments, with appropriate accommodations, as necessary. Decisions about how a Student with a disability will participate in any statewide assessment program will be made by the IEP team. The IEP developed for a disabled student must specify the manner in which the student will participate in the state achievement assessments. See Policy No. 2.2040.8 Alternate Assessments for Students with Disabilities.

H. Participation of Limited English Proficient Students. Students that are English learners participate in the Statewide assessments according to the applicable rules and laws. They may receive approved accommodations following consultation with their instructor.

OAC 3301-7-01; OAC 3301-13-05

See **Appendix 2040.4-A** Standards for the Ethical Use of Tests.

Re-Adopted: November 16, 2023

Adopted: May 19, 2022

Re-Adopted: August 19, 2021

Adopted: July 16, 2020

2.2040.5 Curriculum Associates i-Ready

The School will use the i-Ready Assessment, or equivalent test, to track the performance of its students. Test results will be reviewed and utilized to establish a baseline for students, identify student needs; and improve the curriculum.

Adopted: July 20, 2023

Adopted January 19, 2017

2.2040.6 i-Ready

The School will use the Curriculum Associates i-Ready Assessment to assess students. i-Ready, or a comparable system, will be used to track student performance, and initiate appropriate interventions when necessary.

Adopted: July 20, 2023

Adopted January 19, 2017

2.2040.7 Other Student Assessments

The School may incorporate some or all of the following various methods of ongoing evaluation/assessment into its educational program, including projects (individual and



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group); written reports; discussions; oral presentations; daily participation; portfolios; teacher observation; subject matter work; quizzes; completion of homework assignments; and, teacher constructed tests.

2.2040.8 Alternative Assessment for Students with Disabilities

All students with disabilities are required to participate in state assessments as determined annually by the student's IEP and/or Section 504 team. The IEP or 504 Plan developed for a disabled student must specify the manner in which the student will participate in the state tests.

A. Regular Assessments with Accommodations

For each student with a disability who takes a test that is administered to nondisabled students, the school shall include that information in the student's IEP or document that information in writing for a Section 504 student ("504 Plan") and provide the student with any appropriate accommodations pursuant to this policy. Any accommodations shall meet all the following criteria specified below:

1. The accommodation is specified in the student's IEP or 504 Plan and is provided for classroom and schoolwide assessments.
2. The accommodation does not change the content or structure of a test.
3. The accommodation does not change what type of knowledge or skill that a test is intended to measure.
4. The accommodation does not change or enhance the student's response as to what type of knowledge or skill is intended to be assessed, but it facilitates how the response is provided or assessed.

B. Alternative Assessments

A student's IEP and/or 504 team may excuse a student with disabilities from taking any particular assessment that is administered to nondisabled students during any school year. An excused student with disabilities shall participate instead in an alternate assessment approved by the Ohio Department of Education pursuant to federal law. Each excuse from participating in general education tests administered to nondisabled students and the reason for the excusal shall be documented in a student's IEP or 504 Plan. The reasons for excusal shall state why the particular alternate assessment selected is appropriate for the student and why the student could not participate in the general education test. Accommodations may be used in accordance with the criteria provided in Part A of this Policy, unless specifically provided by the Ohio Department of Education.



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Any student excused from taking a general education test who nevertheless wishes to take a general education test, may do so, and if that student meets at least the proficient level of performance, the student's transcript will show that the performance standard was met. Accommodations provided in accordance with Part A of this policy may be used when students elect to take a general education test.

Any student with a disability who is excused from taking a required test and instead takes an alternate assessment, may be provided accommodations as determined by the student's IEP team, unless the accommodation is prohibited by the Ohio Department of Education.

Required state test pass rates used to determine school and building performance include, to the maximum extent allowed by state and federal law, all the results of those who take tests without any accommodation; those who take tests with accommodations that meet the criteria of this policy; and those who are excused under this policy and instead take alternative assessments.

Any student with disabilities who otherwise has completed an IEP program but has not received a diploma due to not having passed a required test may take any test required for graduation at any time it is administered in any school.

R.C. 3301.0711; OAC 3301-13-03.

See Appendix 2.2040.8-A Guidelines for Participation in Ohio's Alternate Assessment for Students with Disabilities.

Adopted April 18, 2019

2.2050 Programmatic Assessment

2.2050.1 General

The School shall assess itself annually to measure its success in meeting its mission and goals, and implementing the curriculum, as set out in its Contract with its Sponsor. The assessment shall, at a minimum, consist of the following elements:

- Demonstration of a strong commitment from Staff to the School's mission;
- A focus on the School's clients (Students, Parents and Staff);
- Comparisons between outcomes currently being attained and those desired, or target outcomes identified in the Community School Contract.
- A commitment to continuously improve Student achievement by constantly striving to improve the School's program and services.



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2.2050.2 Student Performance

School success will be determined by student performance on state-mandated Proficiency, Achievement and Diagnostic Tests, as well as students demonstrating sufficient competency to advance to the next grade

2.2050.3 Parent Satisfaction

Parents will be surveyed twice per year to determine parent satisfaction and areas of concern with the educational program and/or school. Survey results will be used to improve the curriculum, educational environment, and overall program of the school. The percentage of students that are re-enrolled for the following school year will also be used as an indicator of parental satisfaction and school success.

2.2050.4 Teacher Satisfaction

Teachers will be surveyed in the spring of each year to determine their level of satisfaction. In addition, Teachers will attend a day-long staff meeting/debriefing at the end of the school year to discuss the successes and shortcomings of the year. The principal will seek input from the teachers on how to make the next school year more successful and ask teachers to provide a critique of the just-completed academic year.

2.2050.5 Student Satisfaction

Students will be surveyed in the spring each year to determine their satisfaction with the school, teachers, and educational program.

2.2050.6 Student Attendance

The School anticipates that its student attendance rate will exceed 93%.



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2.2060 Program Accountability

The School is accountable to its Students, Parents, and the Sponsor to deliver the curriculum set out in its Contract. To assist the community in evaluating the success of the School in achieving its goals and fulfilling its mission, the Board will make available, and widely disseminate, information regarding school and student performance.

2.2060.1 State Report Card

The Ohio Department of Education issues a report card which shall be distributed to the Parents and Students of the School and to any other party requesting the report card from the Department of Education. The School will widely disseminate the information contained in the annual report card, in an understandable and uniform format.

R.C. 3314.012 (D) 20 U.S.C. §6311(h)(2)(E), NCLB §1111(h)(2)(E)

2.2060.2 Annual Report

The Principal or his/her designee shall prepare for the Board's review an annual report of the School's activities and progress in meeting the goals and standards of R.C. 3314.03(A)(3) and (4) and the School's financial status. Such report shall be submitted to the Sponsor, the parents of students, and the Ohio Department of Education or a similar governmental entity, if so required. The Principal or his/her designee shall collect and provide any data that such offices require.

Each school receiving Title I funds shall include the following information in its annual report:

- A. The School's performance on the State report card
- B. Information showing how students served by the school achieved on the required State academic assessments compared to students in the state as a whole; and
- C. Any other information that the School determines is appropriate and will best provide parents, students, and other members of the public with information regarding the progress of the School, whether or not such information is included in the State report card.

The annual report will be concise, presented in an understandable and uniform format, and, when practicable, in a language that parents can understand. The annual report shall be accessible to the public and posted on the School's website, if any.

R.C. 3314.03 (A)(11)(g); 20 U.S.C. 6311(h)(2).

Adopted July 20, 2017



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2.2060.3 Other Reporting

The Principal or his/her designee, shall report to the Board all matters required by the Ohio Revised Code Section 3314.08(B)(2)(a)-(i.) and 3301.0714.

See also Policy 1.5040 Reporting Requirements.

Adopted: September 20, 2018

2.2060.4 Adequate Yearly Progress (Rescinded July 20, 2017)

2.2060.5 School Evaluation

Constellation Schools has developed an evaluation tool to determine the effectiveness of the School.

20 U.S.C. §6316(a)(1)(A), NCLB §1116(a)(1)(A)

20 U.S.C. §6316(a)(1)(c), NCLB §1116(a)(1)(c)

Process for Comprehensive Continuous Improvement Plan (“CCIP”) Grants

When applying for a CCIP Grant, the School shall develop a needs assessment which shall consist of a well-thought-out business process. The School shall align all programs, plans/plan additions and funding sources. Most of the CCIP titles/grants require a needs assessment. The School shall use one comprehensive process for all the federal titles/grants, local and state funding sources, and plan additions in the CCIP. The School shall involve key stakeholders, including students (where appropriate), parents, teachers, staff, administrators and community members (including employers) in a data/planning committee. The School shall revisit the needs assessment regularly to continuously evaluate and improve the academic plan.

2.2060.6 Secondary Enrollment Options Program (Rescind)



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2.2070 Student Promotion and Retention

The Board recognizes that the personal, social, physical, and educational growth of children will vary, and that they should be placed in the educational setting most appropriate for their needs at the various stages of their growth. Each student will be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Parent(s) and students are made aware of the instructional objectives, performance standards, and promotion criteria. Periodically during the year teachers shall provide written progress and grade reports. Teachers will also provide evaluation reports to parent(s) and students during teacher-parent conferences. The grading system used to measure student progress toward achieving the predetermined instructional objectives and performance standards is applied consistently throughout the School. All promotion and retention decisions are subject to the third grade reading guarantee requirements.

Promotion

A student will be promoted from one grade to the next provided the student meets the applicable promotion criteria. The decision to promote a student shall rest solely with the Principal, with appropriate input from the student's teacher(s), the professional staff, and parent(s).

Retention

A student is required to be retained if he/she is truant for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study, unless the Principal and the teachers of the failed subjects determine that the student is academically prepared to be promoted.

Additionally, a student shall not be promoted or allowed to pass to a higher grade or course level if the student fails to meet established standards for a particular grade or course level.

Retention decisions will be made only after the Principal or applicable teachers have notified and conferred with parent(s) as to the student's progress or lack thereof. These notifications and conferences will take place as soon as teachers and the Principal identify that a student's promotion could be in jeopardy.

Factors

Teachers and the Principal will consider at least the following factors in arriving at decisions on promotion or retention. Factors are applicable in all grade levels.

- The student's level of academic aptitude and achievement;
- The student's level of social and emotional development and the student's ability to effectively interact with other students in his/her current grade level;
- The student's attendance patterns (absences, tardies, early checkout, excused, or unexcused) and its effect on the student's progress; and
- Any other factors thought to be appropriate by the Principal, teacher(s), and



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professional staff.

The School will not utilize a Student's failure to attain a specified score on any statewide achievement assessment as a factor in any decision to deny a Student's promotion to a higher grade level, except that the School may use a Student's failure to attain a score in at least the basic range as a factor in deciding to deny a Student's promotion to the next level on the following assessments:

- 3rd grade math and English language arts achievement assessments;
- 4th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School;
- 5th grade English language arts, math, and science achievement assessments;
- 6th grade English language arts and math achievement assessments, and the formative or summative social studies assessment prescribed by the School;
- 7th grade English language arts and math achievement assessments; or
- 8th grade English language arts, math, and science achievement assessments.

The School may choose not to promote to the next grade level a Student who does not take a required statewide achievement assessment or make-up assessment, and who is not exempt from the requirement to take such assessment.

Disabled Students

Promotion and retention of previously identified disabled students shall be subject to the factors and policy above but shall also consider the contents of the student's individualized educational plan (IEP).

Third Grade Guarantee

The School will not promote any student to the fourth grade who does not achieve at least the level equivalent to the level designated by the Ohio Board of Education unless:

- The student is an English learner who has been enrolled in U.S. schools for less than three full school years and has had less than three years' instruction in an English as a second language program;
- The student is a student with a disability entitled to special education and related services and the student's IEP exempts the student from retention;
- The student demonstrated an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education;
- The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any grades



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- K through 3; or
- All of the following apply:
 - The student is a student with a disability;
 - The student has taken the third grade English language arts achievement assessment;
 - The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading; and
 - The student previously was retained in grades K-3.
 - The student's parent, in consultation with the student's reading teacher and the Principal, request that the student be promoted to fourth grade regardless of the student's failure to attain grade level reading.

If a student is promoted despite not attaining the Ohio Board of Education specified level (which may change yearly), the student will continue to receive intensive reading instruction until the student is able to read at grade level, including an altered instructional day, specialized diagnostic information, and specific research-based reading strategies that have been successful in improving reading among low performing readers.

If the student is retained, the School shall:

- Provide intensive remediation until the student is able to read at grade-level, including intensive interventions in reading and a minimum of ninety (90) minutes of daily reading, that address the deficient areas; and
- Provide each student with a high-performing teacher, as determined by the teacher's student performance data when available, and performance reviews.

If a student who has been retained demonstrates that he or she is reading at or above grade level, the student may be promoted mid-year to the fourth grade at the Principal's discretion.

Notwithstanding, for the 2023-2024 school year only, any student retained in third grade pursuant to the Third Grade Guarantee for the 2023-2024 school year based upon the student's level of achievement on the assessment for the 2022-2023 school year, shall be promoted to the fourth grade unless the student's parent requests that the student continue to be retained.

Intervention

Annually, the School will assess the reading skills of each student enrolled in grades 1 to 3 by September 30, and in kindergarten by November 1, and will identify students who are reading below grade level, except those students with cognitive disabilities or other disabilities as authorized by the Ohio Department of Education on a case-by-case basis. The students' classroom teachers shall be involved in the assessment and identification of students reading



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below grade level, however such assessment may be administered electronically using live, two-way video and audio connections if the teacher administering the assessment is in a separate location from the student.

Beginning with the 2019-2020 school year, the School will do the following for students reading below grade level, or for all students if less than 80% of the students at the School score at the proficient level or higher in the third grade English language arts assessment:

- Provide written notification to the student’s parent(s) that includes the following:
 - A statement that the student has been identified as having a substantial deficiency in reading;
 - A description of the current services that are provided to the student;
 - A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;
 - A statement that if the student receives a score within a certain range on the assessment to measure English and language arts skills, the student will be retained unless the student is exempt;
 - A statement that the assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to assist the School and parent(s) in knowing whether the student is reading at or above grade level and is ready for promotion; and
 - A statement that connects the child’s proficiency level in reading to long-term outcomes of success related to proficiency in reading.
- Provide intensive reading instruction services and regular diagnostic assessments to the student immediately following identification of a reading deficiency, including research-based reading strategies aligned with the “Science of Reading” that have been shown to be successful in improving reading among low-performing readers and targeted at the student’s identified deficiencies.
- Develop a reading improvement and monitoring plan within sixty (60) days after receiving the student’s results on the diagnostic assessment. The plan must include:
 - Identification of the student’s specific reading deficiencies;
 - A description of the additional instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
 - Opportunities for the student’s parent(s) to be involved in the instructional services and support;



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- A process for monitoring the extent to which the student receives the instructional services and support;
- A reading curriculum during regular school hours that does all of the following: assists students to read at grade level, provides scientifically based and reliable assessment, and provides initial and ongoing analysis of each student's reading process;
- A statement that if the student fails to attain a level designated by the Ohio Board of Education on the assessment to measure skill in English language arts expected by the end of the third grade, the student may be retained in the third grade; and
- Opportunities for high-dosage tutoring of additional instruction at least three (3) days per week or 50 hours over 36 weeks, which shall align with the student's classroom instruction through a state-approved vendor or a locally approved opportunity that aligns with high-dosage tutoring best practices.

The School shall continue to provide the plan until the student achieves the required level of skill in reading for the student's current grade level.

Teacher Qualifications

Each student with a reading improvement and monitoring plan shall be assigned a teacher who has at least one year of teaching experience and:

- Holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable; or
- Completed a master's degree program with a major in reading; or
- Was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education; or
- Was rated "above expected value added" in reading instruction, as determined by criteria established by the Ohio Department of Education, for the most recent consecutive two years; or
- Earned a passing score on a rigorous test of principles of scientifically research-based reading instruction approved by the State Board of Education; or
- Holds an educator license for teaching grades pre-kindergarten through three or four through nine issued on or after July 1, 2017.



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The student may be assigned a teacher with less than one year of teaching experience provided that teacher meets one of the above criteria and is assigned a teacher mentor who also meets the qualifications above.

A student with a reading improvement and monitoring plan who enters the third grade after July 1, 2013 but prior to July 1, 2016, a student who is an English language learner and has been in the United States for three years or less, or a student who has an IEP may be assigned a teacher who holds an alternative credential approved by the Ohio Department of Education or who has successfully completed training based on principles of scientifically research-based reading instruction approved by the Ohio Department of Education. Beginning July 1, 2014, the alternative credentials and training must be aligned with the reading competencies adopted by the State Board of Education.

Nothing in the Third Grade Guarantee prevents a student with a reading improvement and monitoring plan from receiving reading intervention and remediation services from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the State Board of Education.

A teacher other than the student's assigned teacher may provide any services required under the Third Grade Guarantee, provided that the teacher meets the qualification requirements and that the assigned teacher and Principal agree to the assignment. Any such assignment of services must be documented in the student's reading improvement and monitoring plan.

Reporting Requirement

The School shall annually report to the Department of Education its implementation and compliance with the Third Grade Guarantee.

When a student enrolls in the School, the School will provide the parent(s) with a copy of the most recent School report card.

R.C. 3313.608; 3313.609; 3301.0710; 3301.0711; 3313.6411(B); 20 USC 1400 et seq; HB 33 of the Ohio 135th General Assembly, Section 733.10.

Adopted: August 17, 2023
Adopted: December 17, 2020
Adopted: September 19, 2019



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2.2080 Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation

Compulsory Kindergarten and First Grade Admissions:

The School shall admit or evaluate children seeking admission to kindergarten in accordance with the following:

- A. The School shall admit a child to kindergarten if the child is five years of age prior to September 30 of the year of admittance.
- B. Notwithstanding the provisions provided below, for a child who does not meet the age requirements for mandatory admission to kindergarten, but who will be five years of age, prior to the January 1 of the year in which admission is requested, the School shall evaluate the child for early admittance in accordance with this policy upon referral by the child's parent or guardian, an educator employed by the School, a preschool educator who knows the child, or a pediatrician or psychologist who knows the child. Following such an evaluation, the Board or its designee shall make a decision as to whether to admit the child based on the child's score on the evaluation and any other factors it deems relevant.
- C. For purposes of this policy, the board-designated evaluation procedure will consist of a readiness test administered to a prospective kindergartner by the Board's designee.
- D. For a child seeking admission to kindergarten or first grade who will not be five or six years of age, respectively, prior to January 1 of the year in which admission is requested, the School shall only admit the child in accordance with its Academic Acceleration policy as provided below.
- E. First Grade eligibility shall be based on the admissions, promotion, and retention policies of the School

Academic Acceleration:

The School believes that students often require access to advanced curriculum in order to realize their potential.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten (provided, as set forth above, that this policy applies to them), accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

1. Referrals and Evaluation



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- a. Any student may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist, or a parent or legal guardian of the student to the principal of his or her school for an evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a School member who has knowledge of the referred child's abilities.
- b. Copies of this policy and referral forms for evaluation for possible early entrance (if applicable), whole-grade acceleration, individual subject acceleration, and early high school graduation are available in the School's office. The Principal (or his or her designee) shall accept referrals of students for evaluation for possible accelerated placement annually and ensure that all staff he or she supervises is aware of procedures for referring students for evaluation for possible accelerated placement.
- c. The Principal (or his or her designee) of the referred student's school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement and once consent is received, evaluate the student.
- d. Children who are referred for evaluation for possible accelerated placement sixty or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement sixty or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the Principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee or if approved by the committee. All students who will be the proper age for entrance into kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent(s) or legal guardian(s). Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the district, a pre-school educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the Principal of the school to which the student may be admitted.
- e. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within 45 days of the submission of the



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referral to the referred student's principal. The notification shall include instructions for appealing the outcome of the evaluation process.

- f. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the governing authority within thirty (30) days of being

notified of the committee's decision. The Chief Executive Officer of the educational service provider or his/her designee, shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty (30) days of receiving the appeal. That decision shall be final. However, the student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

2. Acceleration or Early Admissions Evaluation Committee

a. Composition

- i. The Principal (or his or her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student committee comprised of the following:
 1. The Principal or Assistant Principal;
 2. A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);
 3. A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);
 4. A parent or legal guardian of the referred student or a representative designated by the parent or legal guardian of the referred student;
 5. A gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the School, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.
- ii. The acceleration evaluation committee shall be charged with the following responsibilities:
 1. Conduct fair and thorough evaluation of the student.
 - a. Students considered for whole-grade acceleration and early admissions to whom this Academic Acceleration policy



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- applies shall be evaluated using an acceleration assessment process approved by the Ohio Dept. of Education.
- b. Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement.
 - c. Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on state academic content standards, and successful completion of state mandated graduation requirements.

In all of the above, (a-c), the committee shall consider the student's own thoughts or possible acceleration.

2. Issue a written decision to the Principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
3. Develop a written acceleration plan for students who will be admitted early to kindergarten to whom this Academic Acceleration policy applies, whole grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written plan shall specify:
 - a. Placement of the student in an accelerated setting;
 - b. Strategies to support a successful transition to the accelerated setting;
 - c. Requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
 - d. An appropriate transition period for accelerated placement for early entrants to kindergarten to whom this Academic Acceleration policy applies, grade-level accelerated students, and students accelerated in individual content areas. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement, and the Principal shall remove the student without any repercussions. At any time during the transition period, a parent or legal guardian of the student may request in



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writing an alternative accelerated placement. and the Principal shall direct the acceleration committee to consider other accelerative options and issue a decision within thirty (30) days of receiving the request. If the student will be placed in an accelerated setting different from that initially recommended, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly,

and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

4. For students the accelerated evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options, waiving School prerequisite requirements for enrolling in advanced courses, waiving School graduation requirements that exceed those required by the state, and early promotion to sophomore (or higher) status to allow the student to take the Ohio State Tests.
5. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

R.C. 3321.01; RC 3324.10.

This policy will be enforced to the extent applicable to students in grades the School serves.

Adopted: January 19, 2023
Acknowledge: July 22 & 27, 2021
Adopted: July 16, 2020



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2.2090 Credit Flexibility Plan

Constellation Schools, LLC (“Constellation Schools”) offers a variety of educational options for students (see program of studies). The Credit Flexibility option affords students the opportunity to earn and receive credit towards graduation for course work, experience, and knowledge gained through a variety of methods, both inside and outside of the School. This Credit Flexibility Plan (“Plan”) states the manner and conditions under which that credit may be earned.

Senate Bill 311 (the Ohio Core Legislation) raised the graduation requirements for high school students, with the goal of increasing the number of students who are ready to meet the demands of our global and technological age. It included among its several provisions a requirement that the State Board of Education adopt a plan that enables “students to earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction.”

Constellation Schools’ Credit Flexibility Plan will allow students to earn credit in a variety of methods as described, and it is consistent with the State Board of Education mandate for Credit Flexibility.

This Credit Flexibility Plan is designed to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject, and to allow the tailoring of learning time and/or conditions.

Credit Flexibility is intended to motivate and increase student learning by allowing:

- Access to more learning resources, including real-world experiences;
- Customization around individual student needs; and
- Use of multiple measures of learning, especially those where students demonstrate what they know and can do, apply the learning, or document performance.

In accordance with State law, Constellation Schools will provide a Credit Flexibility Plan that enables students to earn high school credit by:

1. completing coursework;
2. Displaying mastery of course content by examination, or by demonstration of proficiency on an on-going basis through portfolio, internship, work study or experience, independent study plans, or any combination of these methods;
3. pursuing an educational option and/or an individually approved option and/or
4. any combination of the above.

Credits Earned

Under the provisions of this Plan, students are not limited in the number of courses or the number of credits earned through Credit Flexibility. Students may complete simultaneous credit and partial



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credit, as approved. Approval of credit flexibility plans and credits earned will be determined solely by Constellation Schools counselors and Administration personnel, in accordance with this Plan.

Grading

To the extent possible, teachers will follow the school grading policy when administering testing out options and evaluating student work through credit flexibility. Credit earned through an approved Credit Flexibility plan will result in a letter grade (A+ through F) and will be calculated in the student's grade point average ("GPA"). Pass/Fail options are not permitted for credit flexibility options unless students earning credit in the traditional class have a pass/fail choice.

General Guidelines/Rules/Understandings

- Students must be enrolled in grades 7-12 at Constellation Schools to be eligible to earn credits using credit flexibility plans.
- Students are required to schedule the equivalent of five (5) courses for credit during the regular school day. Courses taken through Credit Flexibility will be counted in the student's GPA, but cannot be weighted.
- A student wishing to take the credit flexibility option must meet with a Constellation Schools counselor prior to the application deadline.
- A student wishing to use the credit flexibility option must submit an application for approval of their individual Credit Flexibility plan to the Guidance Office at least thirty (30) days prior to the start of the semester in which the credit is to be earned.
- A student enrolled in an educational program outside of Constellation Schools may at the discretion of the School be suspended from the student's Credit Flexibility plan if the host organization reports significant misconduct, tardiness, or absence on the part of the student.
- A student who fails to earn the appropriate credit for grade level due to a failure to complete a Credit Flexibility plan is subject to the Constellation Schools Board policy on promotion or retention.
- A review committee, which may include but not be limited to the appropriate administrator, content teacher, and guidance counselor, will review applications for approval.
- An approved course of study for Credit Flexibility must be completed within one school year of approved application, unless otherwise arranged or stated on the student's current IEP. Courses of study that are not completed within the one-year time frame cannot receive partial credit, and work completed within that course of study cannot be applied to future courses of study.
- An approved teacher of record will monitor progress, attainment of knowledge, and award grades.
- Transportation to off-site learning activities will not be provided by Constellation Schools.



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- Fees for activities outside the normal course of business, and in addition to any activities that happen during the school day, that are associated with a credit flexibility plan are the responsibility of the student. However, the School shall not charge fees in violation of RC 3313.642. In addition, the school will provide services within the scope of a student's IEP document and within the parameters of providing a free and appropriate public education.
- A student may drop a Credit Flexibility course before a predetermined deadline (the same drop deadline as for other courses, unless otherwise notified) without penalty. If the student drops the course after the drop deadline, a grade of F will be earned and placed on the student's transcript and calculated in the student's GPA. Incomplete grades will not be issued and will also result in a grade of F being placed on the student's transcript and calculated in the student's GPA.
- The school and students who choose educational options style learning will pre-identify and agree on the learning outcomes.
- Pre-approved Credit Flexibility plans may allow students to catch up on credits for courses previously taken and failed.
- Unless otherwise ordered by Constellation Schools in writing, there should be a defined curriculum for each student's Credit Flexibility plan with a defined set of tasks and a number of hours for the completion of tasks. Attendance should be documented by weekly progress reports that delineate the completion of tasks and the number of hours in which the student was actually engaged in learning opportunities. Unless otherwise ordered by Constellation Schools in writing, students must log all hours of non-classroom-based learning opportunities (such as instruction, time spent working on assignments or tasks, communication with teachers, etc.) that the student spends working toward completing their Credit Flexibility plan. The logs must then be certified by a certified teacher. Students may use a learning management system to track hours online, where appropriate and available.
- To award credit for work-based learning by utilizing Credit Flexibility, each student, the student's family, the school and business partner should create a work-based learning agreement and a Credit Flexibility plan together. The Credit Flexibility plan should indicate the credits sought and how the student will demonstrate competency, which should directly align with the work-based learning agreement. Business and education partners will work together to evaluate and supervise the experiences, which must be documented with learning agreements and evaluation forms.

Credit by Transfer

Students who transfer into Constellation Schools with credit issued through an approved Credit Flexibility plan can have that credit reflected in their Constellation Schools records. Incomplete credit from a transfer institution will not be recognized. Students transferring into Constellation Schools with an active Credit Flexibility plan must submit that plan for consideration by Constellation Schools prior to the plan being approved, or credit being offered.



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Credit by Examination or Demonstration of Mastery

Credit by Examination or Demonstration of Mastery is available for students that already have mastery of course key competencies through prior learning or learning outside of the classroom or school. The following guidelines need to be followed:

1. Students should see their counselor for a list of courses previously eligible for Credit by Examination or Demonstration of Mastery.
2. Applications for Credit by Examination or Demonstration of Mastery must be accompanied by a consultation with the School Guidance Office.
3. Credit by Examination or Demonstration of Mastery guidelines for Constellation Schools courses will be available to students and may include a written or oral assessment and/or a performance assessment (i.e. project, portfolio, performance). Any fee associated with assessment will be the responsibility of the student.
4. Prior approval for Credit by Examination or Demonstration of Mastery is required; there is no option for retroactive credit. Credit will be offered only for experiences that demonstrate comparable rigor and challenge to regular Constellation Schools courses.
5. The student will be assigned a teacher of record for the course for which Credit by Examination or Demonstration of Mastery is applied. The review of examination materials will be led by this teacher, in conjunction with a panel made up of Constellation Schools Guidance, Administration, and Faculty, as determined prior to acceptance of the Credit Flexibility application.
6. For courses offered by Constellation Schools, the student will be given only one attempt to demonstrate proficiency through Credit by Examination for each course as proposed and approved. The examination must be completed within the first week of the term for which the Credit Flexibility has been applied.
7. Credit by Examination or Demonstration of Mastery may include both written exams and other measures of student learning, including the completion of one or more of the following:
 - a. Research Paper
 - b. Project-based learning assignment
 - c. Portfolio of Work
 - d. Performance
 - e. Other demonstration or performance-based task
8. The school will determine how the student will demonstrate mastery and receive credit.
9. The grade on the student's transcript will not indicate that the Credit Flexibility option was the method of completion.
10. IEP testing accommodations will be available as listed on student's current IEP.



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Credit for Online Education

Student may choose to use online education sources under an approved Constellation Schools Credit Flexibility plan in conjunction with additional learning experiences. Rules regarding online courses will be consistent with those for all Credit Flexibility plans and applications. Constellation Schools will determine whether an online provider, course, or program can be the sole educational source for a Credit Flexibility plan on an individual basis.

Other Educational Options

Rules governing postsecondary educational options (PSEO) are established elsewhere and can be considered a part of these Credit Flexibility options. Educational services involving other educational institutions or other outside experiences can also be considered. Rules regarding PSEO and other educational services will be consistent with those for all Credit Flexibility plans and applications.

National Collegiate Athletic Association (NCAA) Considerations

The NCAA may not accept credit by examination to satisfy core course requirements, and online courses may or may not meet the requirements of NCAA or OHSAA eligibility. In addition, the NCAA requires that any credits earned through nontraditional ways (i.e. distance learning, online, credit recovery, etc.) must be so designated on the transcripts of potential Division I student athletes. Students who anticipate future NCAA activities are advised to consult NCAA regulations.

Ohio High School Athletic Association (OHSAA) Considerations

Students and parents should discuss OHSAA eligibility requirements with school staff prior to the development of a student's individual credit flexibility plan to ensure compliance with OHSAA rules.

Appeal Process

Students may appeal the denial of participation or the denial of credit by notifying the school principal, in writing, within ten (10) school days of the denial. A school appeals committee, made up of staff not on the original committee which denied the application, will be convened to consider the appeal. The student and parent/guardian filing the appeal may present written concerns or recommendations to the appeals committee. Appeals shall be reviewed within ten (10) school days from the date the appeal was submitted in writing to the appeals committee. Final review of the appeals committee decision will be submitted to the Constellation Schools Board or its designee. Students may submit an appeal to the Ohio Department of Education if there is a complaint about having access to or implementation of the credit flexibility policy. The Department's appeal may be held by a third party and will evaluate the extent to which students were given fair and equitable treatment or process. The decision of the appeals committee will be final unless overturned by the Constellation Schools Board, or a directive resulting from an appeal filed with the Ohio Department of Education.

Communication

Constellation Schools will communicate the features of the Credit Flexibility plan to students and parents on an on-going basis. Information about programs and processes will be



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communicated through a variety of direct, electronic, and mail methods. Constellation Schools will annually report data to the Ohio Department of Education as required.

Adopted: August 20, 2020



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2.2100 Homework

The Board believes that homework plays an important part in improving student achievement and also contributes toward developing student responsibility, self-discipline and lifelong learning habits. Homework should be relevant, challenging and meaningful assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop independence. Homework should be differentiated, and the grading of homework should be modified, based on individual student needs (i.e. IEP, 504 Plans).

The actual time required to complete assignments will vary with each student's study habits, academic skills, and selected course load. Generally, students will be provided with homework assignments on Monday through Thursday during the school year, based on the following schedule:

- Kindergarten
 - 1st Quarter Homework – 10 minutes twice per week
 - 2nd Quarter Homework – 10 minutes per day or 40 minutes per week
- First through Eighth Grade (All Year)
 - Grade 1 – 10-15 minutes per day
 - Grade 2 – 20 minutes per day
 - Grade 3 – 30 minutes per day
 - Grade 4 – 1st Quarter – 30 minutes leading to 40 minutes per day
 - Grade 5 – 1 hour per day
 - Grade 6 - 1 hour per day
 - Grade 7 - 1 ½ hours per day
 - Grade 8 – 1 ½ hours per day

Students are expected to turn work in on time. Students who turn in late assignments on a consistent basis may receive reduced credit or no credit, or other appropriate consequence as set forth in the Homework Guidelines, or as determined by the Teacher in consultation with the Principal.

Students who miss homework because of an absence will receive the opportunity to make up missed work. Students are given one calendar day for each day absent plus one extra day to turn in their work. It's the students' responsibility to get work missed due to illness or absence.

In addition to homework, students may be assigned Major Projects such as research reports, book reports, major essays, and other assignments teachers designate as major projects, which may exceed the minutes set forth in the above schedule. Generally, Major Projects will not require students to work over the winter and spring breaks.



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2.2110 College Credit Plus Program – Advanced Standing Program

College Credit Plus. The School recognizes the value to Students and to the School for participation in programs offered by accredited colleges and universities and shall offer high school Students (grades 9 through 12) and middle school Students (grades 7 through 8) opportunities to earn academy credit for both high school and college. “College Credit Plus” (the “Program”) enables Students to earn credit toward a degree from an institution of higher education while enrolled in high school.

Any high school Students (grades 9 through 12) and middle school Students (grades 7 through 8) may participate in the Program, so long as the student meets the following eligibility requirements.

1. Applies to a public or participating private college, or eligible out-of-state college participating in the Program, consistent with the college’s admissions procedures, and meet all college or program’s established standards for admission, enrollment, and course placement;
2. Is either:
 - a) remediation-free, on one of the assessments in accordance with the most recent Uniform Statewide Standards for Remediation-Free Status; or
 - b) meets an alternative remediation-free eligibility option as defined by the Chancellor of Higher Education; or
 - c) If the student previously participated in the Program prior to September 30, 2021, the student scores within one standard error below the remediation-free threshold for one of the assessments in accordance with the most recent Uniform Statewide Standards for Remediation-Free status;
3. Has a cumulative grade point average at the School of at least a 3.0, or its equivalent for students in middle school; and
4. Receives a recommendation from the Principal, or School Counselor or Career-Technical Program Advisor, if any.

A student determined by the School to be an “underperforming participant” may be limited in his or her participation or excluded from participation in the Program. Underperforming students mean a student who either (1) has a cumulative grade point average below 2.0 in the college course taken through the Program, or (2) has withdrawn from or received no credit for two or more courses in the same term.



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Underperforming students shall be placed on Program probation and shall only be permitted to enroll in one college course at a time, provided however that the course is not one in the same subject as a course in which the underperforming student previously earned a grade of “D” or “F” or received no credit. An underperforming student registered for more than one college course at the time of being placed on probation will be permitted to dis-enroll from any courses prohibited by his or her probationary status. A student who fails to dis-enroll from such a course will be responsible for all tuition, fees, and textbook costs and shall be dismissed from the Program for the following term. An underperforming student may be removed from Program probation and permitted to participate in the Program without restrictions if he or she achieves a cumulative grade point average of 2.0 or better. If a student on Program probation does not raise his or her cumulative grade point average to a 2.0 or higher, the School shall dismiss the student from the Program for the following term. A student who has been dismissed from the Program shall dis-enroll from any additional Program courses, or shall be responsible for all tuition, fees, and textbooks costs and shall be dismissed from the Program for an additional term. The School will promptly notify the student, his or her parent, and all relevant institutions of higher education of the student’s status as underperforming and his or her probation or dismissal from the Program. A student dismissed from the Program or prohibited from taking a particular Program course may appeal the School’s decision to the Governing Authority, which shall consider any extenuating circumstances separate from academic performance that may have affected the student’s Program performance. Appealing students must request an appeal within five (5) business days of the notice of probation or dismissal and the Governing Authority shall issue a decision on the student’s appeal within ten (10) business days of the appeal. The decision of the Governing Authority shall be final.

A student dismissed from the Program shall be permitted to return to the Program on probation OR without restrictions (check one) if the student has demonstrated adequate academic achievement or progress to the satisfaction of the Principal or his or her designee. Academic progress includes improved course grades, an increased grade point average, academic advancement as demonstrated by teacher feedback, a review of the student’s entire high school and college academic record, and any other academic progress factor deemed pertinent by the Principal or his or her designee. Failure to make adequate academic progress will result in an extension of the student’s dismissal from the Program.

A Student participating in the Program shall elect one of two basic tracks: Option A – Elect to receive only college credit, in which case the cost of attending the college courses is borne entirely by the Student and his/her Parent; or, Option B – Elect to receive both college and high school credit, in which case the Student and his/her Parent may elect for participation to either (1) be subsidized by direct payments to the college out of the School’s foundation funds or (2) be borne entirely by the Student and his/her Parent(s). If the School provides its own transportation to students, reimbursement for transportation costs may be available.

Prior to participating in the Program, a Student shall be provided with specific information and counseling designed to make the Student aware of the possible risks and benefits of the Program. The School shall provide information on the program to Students in the grades prior to the years of eligibility on or before February 1, at minimum, through a notice provided to Students



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annually (see Appendix 2.2110-B). All communications sent to Students and Parent(s) related to academic planning shall include information on the Program. Information shall also be made available on the School's website. The School shall hold at least one informational session per year in conjunction with each participating college within a 30-mile radius of the School. If no participating colleges are within a thirty-mile radius, the School shall partner with the closest participating college to offer an informational session. This informational session must occur between October 1 and February 15. The School may coordinate with other schools in the area to hold informational sessions.

A Student wishing to participate in the Program shall give notice to the School between February 15 and April 1. If notice is received after April 1, the Student must obtain the written consent of the Principal in order to participate. If the Principal refuses to give written consent, the Student may appeal the Principal's decision to the School's Board of Directors or its designee. All appeals must be filed within fourteen (14) days of the Principal's decision. The Board of Directors shall hold a hearing and make a final decision regarding the student's participation in the program within thirty (30) days of receiving the student's notice of appeal. The Board's decision to either grant or deny the student's request to participate in the Program shall be final. Students wishing to participate in the Program during the summer term must also comply with the April 1 deadline for notice but are strongly encouraged to give notice to the School in February in order to improve chances of meeting summer registration timelines.

Before actually enrolling, the Student and his/her Parent shall sign a form stating (1) that they have received the required counseling from the School; (2) that they understand the responsibilities they must assume under the program; and (3) that the School provided them with following information:

1. Program eligibility;
2. The credit awarding process and maximum credit requirements;
3. Financial responsibilities, if any;
4. Transportation and parking responsibilities;
5. Academic support services;
6. Course scheduling;
7. Student participation options, including opportunities to participate during the summer term and deadlines pertinent to participation;
8. The designated point of contact at the School who is available for questions regarding the Program; and
9. Any other possible benefits and consequences of participation in the Program.

The School shall notify each Student participating in the Program of the total number of college credits he/she may earn in an academic year through the Program prior to the date the Student registers for a course or courses in a term at an enrolling college. **Students will only be awarded high school or college credit for those college courses in which the student receives a grade "C" or better.**



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Upon receipt of a pre-term notice from an enrolling college specifying the admission of a Student and courses and credit hours for which the Student is registered, the School shall verify (1) that the Student is not taking more than 30 college credit hours during an academic year, which shall begin with the summer term, and (2) that the Student has not exceeded 120 college credit hours total through the Program. In the event that the number of credits conferred by a college course partially exceeds the maximum number of allowable credits, then the whole course shall be considered to exceed the maximum allowable credits. This review shall be based upon a review of all pre-term notices received for the Student. If a Student has exceeded the maximum number of allowable credits permitted by law, the School shall promptly notify the Student and give the Student the option of (a) adjusting his/her schedule to comply with the maximum allowable credit requirement or (b) self-paying for those credits above the maximum permitted by the Program.

Participating Students must enroll in any non-remedial and nonsectarian courses, so long as the courses apply to a degree or professional certificate. Students must be assessed using the same standard of achievement and held to the same grading standard as non-Program Students enrolled in the college course. The School shall ensure that enrollment in the college course with an end-of-course exam does not circumvent the Student's obligation to sit for any required end-of-course examinations.

The courses offered in the Program shall be the same courses that are included in the participating college's regular course catalogue. High school credit for college courses taken under the Program shall be granted by the School. If a course comparable to one completed at a college is offered by the School, the School shall give comparable credit. If there is no comparable credit offered by the School, the School shall grant an appropriate number of "elective" credits. If there is a dispute as to what constitutes "comparable credit" or "appropriate credit" then the Student may appeal the School's determination to the State Board of Education, the decision of which shall be final.

The School, in coordination with a participating college or university, may elect to provide Program courses at the School under the instructor of a qualified high school teacher. Such a course must follow the same college course syllabus, use the same textbook and other course materials, aspire to achieve the same course objectives and learning outcomes, and assess Students using the same methods as the corresponding college course delivered on a college campus. Students who are not enrolled in a college through the Program, but nonetheless are enrolled in a Program course at the School, shall be held to the same academic standards as those Students enrolled in the Program, but shall not receive college credit for the course. The School shall provide written notice to such Students and those Students' Parent(s) stating that the Student is not earning college credit and that the course would likely need to be repeated upon enrollment in any post-secondary institution.

All high school teachers providing college instruction through the Program at the School must meet the qualifications to be an instructor as set forth by the Chancellor of the Ohio Department of Higher Education. If the School elects to offer colleges courses at the School, the coordinating college or university must offer such teachers at least one three-hour professional development session per academic year and must conduct at least one full-period classroom



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observation of each Program course taught by each high school teacher during the first academic year the teacher instructs that course and alternating academic years thereafter. Any observer must provide the School's Principal with at least 24 hours' advance written notice of each observation.

In coordination with at least one participating college, the School shall designate various course "pathways" which, amongst other things, may be based on major, career path, or core coursework. Pathways must provide Students with the opportunity to either earn 15 credits or 30 credits. Pathways are merely guidance for Students as to the possible course of study that a Student may elect to pursue; however, Students are not precluded from participating in courses outside of any pathway. Pathways shall be included in the School's designated course offering book for Student reference.

Student participation in the Program is based solely on the participating college's established placement standards for college-level courses for which credit is awarded. A 7th, 8th, or 9th grade Student seeking high school credit may not participate in the program for more than the equivalent of four academic school years. Likewise, 10th, 11th, and 12th grade Students seeking high school credit may not participate for more than the equivalent of three, two, or one academic school year(s), respectively.

Students may participate in the Program during a summer term, unless the summer term begins during the Student's last quarter of high school or after the Student's anticipated high school graduation date. The Parent(s) of any Student electing to take summer courses through the Program shall be solely responsible for transportation to and from Program courses. Earned credit for summer courses shall be included on the Student's transcript for the coming school year.

Students wishing to take college courses at their own expense, and outside of regular school hours, may do so without participating in the Program. The School shall only recognize college course work that is successfully completed by a Student through the Program in full compliance with all Program requirements and restrictions, and it shall count such completion toward graduation and subject area requirements. Student records shall indicate the successful completion of any college courses taken and include the name of the college at which the credits were earned. Grades earned from the college will be averaged into each Student's high school and college grade point average. Students participating in the Program will receive the same preferential weighting in calculating their grade point average as those Students who participate in other Advanced Standing Programs (*e.g.*, Advanced Placement courses, International Baccalaureate courses, etc.).

If the Student receives a failing grade in any college course while participating in the Program, the Student and his or her Parent(s) may be held responsible to reimburse the amount of state funds paid to the college on the Student's behalf. A Student who receives a failing grade may have grades and credits withheld by the School until such reimbursement occurs. However, the School shall not seek reimbursement from any participating Student who is economically disadvantaged.



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The expulsion of a Student from the School may cause the Student to lose the privileges and benefits of the Program. Students who have been expelled from the School may not apply for college enrollment under the Program during the period of expulsion. With respect to Students already enrolled in college at the time of the expulsion, the Board shall deny such Student's high school credit earned in the Program during expulsion. Accordingly, the Board shall send written notice of the expulsion to the college at the time the expulsion is imposed and shall indicate that the School has adopted a policy denying high school credit for Program courses taken during an expulsion. The college may then withdraw its acceptance of the Student. If the college chooses not to withdraw its acceptance of the Student, the Student may continue in attendance for college credit only. In such circumstances, the Student is financially responsible for tuition and fees and must pay the college for any textbooks and materials that were previously supplied without charge.

Annually, the School and the participating college shall jointly submit the required data to the Chancellor of the Ohio Board of Higher Education for any Student participating in the Program by July 15. Nothing in the "College Credit Plus" program shall preclude a Student from also choosing to complete coursework in another Advanced Standing Program while enrolled in high school.

Prior to enrolling in any college course through the Program, the student and his or her parent shall sign a permission slip acknowledging the potential for mature subject matter in a course taken through the Program. A copy of the signed permission slip must be included with the student's application to the college or university. A copy of the permission slip shall be placed on the School's website.

Advanced Standing Program. Students may earn credit toward a degree from an institution of higher education upon the Student's attainment of a specified score on an examination covering the coursework. Coursework in an Advanced Standing Program may include any of the following:

1. College Credit Plus;
2. Advanced Placement;
3. International Baccalaureate courses; or
4. Early college high schools.

R.C. 3313.6013; Chapter 3365; OAC 3333-1-65; OAC Chapter 3301-44.

See **Appendix 2.2110-A** Letter of Intent to Participate in College Credit Plus, **Appendix 2.2110-B** College Credit Plus Informational Sheet, and **Appendix 2.2110-C** Sample Invitation Letter for Informational Sessions and **Appendix 2.2110-D** Permission Slip.

Adopted: May 19, 2022
Adopted: September 20, 2018



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2.2120 Career Advising and Student Success Plans

This policy governs the School's plan for advising students on career readiness and shall be reviewed at least once every two years. This policy must be made available upon request and placed prominently on the School's website.

I. Definitions

Academic Pathways: A designated and specific plan for secondary and post-secondary coursework, academic programs and/or learning experiences that a student will complete in order to earn a diploma or other related credentials.

Career Advising: An integrated process that helps students understand how personal interests, values and strengths may predict educational and career satisfaction and success and may relate to academic and career goals.

Career Connection Learning Strategies: Grade-level examples linking schoolwork to one or more career fields as defined by the Ohio Department of Education.

Career Fields: Groups of occupations and broad industries based on common characteristics as defined by the Ohio Department of Education.

Early Warning System: Data indicators that help identify students who are at risk of dropping out of school.

Online Tools: OhioMeansJobs K-12, or another similar tool that provides resources, tools and information for students to determine individual career interests, explore career and education options and develop an individual plan for their future.

Student Success Plan: A formalized process that helps students develop goals and plans for success in their futures. The process is based on strategic activities and reflections in which students discover their interests, explore and evaluate options and make informed decisions.

Successful Transition and Postsecondary Destinations: Acceptance to and enrollment in a postsecondary education or training program at an institution of higher education, without remediation. This includes apprenticeship, cooperative education, certificate, associate, or bachelor's degree; employment in a high-skill, high-wage career field; or, acceptance into the military.

II. Career Advising Plan

The school shall establish a school wide system of career advising. The School shall train staff to advise students on career pathways, including training and advising students to use online tools.

The School's career advising program:

1. will provide career advising to students in grades 6-12 through a combination of formal scheduled meetings with each student, classroom instruction regarding possible career options and career advice provided by teachers;



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2. shall provide grade-level examples linking a student's schoolwork to one or more career fields by consulting the Career Connections Learning Strategies and/or any other career advising source the Principal of the School and/or the Board deems appropriate;
3. shall develop multiple academic pathways through high school that will allow a student to earn a high school diploma, including career technical programs and advanced standing programs;
4. will provide the supports necessary for students to transition successfully from high school to their post-secondary destination, including interventions and services necessary for students who need remediation in mathematics and English language arts; and
5. identify and publicize courses that can award students both traditional academic and career technical credit;
6. provide students with information regarding examples of career fields that require an industry-recognized credential, certificate, associate or bachelor's degree, and graduate or professional degrees; and
7. provide students with information about ways students may offset post-secondary education costs through programs such as the Reservice Officer Training Corps (ROTC), College Credit Plus, the Ohio Guaranteed Transfer Pathway initiative, and joint academic programming or dual enrollment opportunities. Provided information may include materials developed by the Chancellor of Higher Education.

III. Documentation of the School's Career Advising Program

The School shall document the career advising provided to each student for review by the student, the student's parent, and future schools that the student may attend. The School shall not otherwise release any documentation of career advising provided to each student absent the written consent of the student's parent or the written consent of the student if the student is at least eighteen years old.

IV. Students at Risk of Dropping Out of High School

The School shall identify students who are at risk of dropping out using one or more local, research-based methods, such as the Ohio Department of Education Early Warning System or any other method deemed appropriate by the School's Principal or his/her designee or by the Board. The School shall consider the input of teachers and guidance counselors in identifying students at risk of dropping out of school.

Any student identified as at risk shall be provided a Student Success Plan. A Student Success Plan shall address the role of career-technical education, competency-based education, and/or experiential learning, and create a pathway to high school graduation. The School shall offer the student's parent an opportunity to assist in developing the plan. If the student's parent does not participate in the development of the plan, the School shall provide the parent (1) a copy of the Student's Success Plan,



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(2) a statement of the importance of a high school diploma, and (3) a summary of the academic success pathways available to the student to succeed in graduation.

The School shall provide additional interventions and career advising for students who are identified as at risk of dropping out. Career advising shall be aligned with the student's success plan.

R.C. 3313.6020. See Appendices 2.2120-A Model Student Success Plan Invitation Letter to Parent and 2.2120-B Model Letter to Parent After Development of Student Success Plan.

Adopted: March 16, 2023 & March 30, 2023
Re-Adopted November 17, 2022 & December 1, 2022
Re-Adopted: June 17, 2021
Re-Adopted: April 16, 2020



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2.2130 Graduation Requirements

Students must meet both curriculum and graduation testing requirements in order to earn an Ohio high school diploma. See Appendix 2.2130-A for Ohio graduation requirements.

Upon enrollment, the School shall notify the parent of each high school student of the academic course requirements for graduation and that a consequence of not completing that curriculum is ineligibility to enroll in most state universities in Ohio without additional coursework.

See Appendix 2.2130-A What it takes to Earn an Ohio High Diploma and Appendix 2.2130-B Parental Notification of Ohio Core Curriculum Requirements.

Adopted: February 17, 2022
Adopted: September 19, 2019



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2.2140 At-Risk Policy

It is the School's expectation that all students will graduate from high school with a high school diploma; however, the School recognizes that some students from time-to-time may face hardships that put them at-risk of not graduating. For this reason, the School will begin complying with this policy on July 1, 2020.

Graduation Plan

The School shall develop a graduation plan for each student enrolled in grades nine through twelve, which shall address the student's academic pathway to meet graduation requirements. The graduation plan shall be developed jointly by the student and a representative of the School. Parents shall also be invited to participate in the development of the graduation plan. The plan shall be updated annually until the student graduates with a high school diploma or is no longer enrolled in the School.

A graduation plan is intended to supplement an existing student success plan. In lieu of a graduation plan, a student with a qualifying disability may use an individualized education program ("IEP") that contains academic goals substantively similar to those in a graduation plan.

Criteria and Identification of At-Risk Students

A student may be considered "at-risk" of not graduating if the student is in grades nine to twelve and has either (a) demonstrated a lack of adequate progress in meeting the requirements for graduation specified in the student's graduation plan, (b) is at least one grade level behind his or her cohort age group, or (c) the student experiences a crisis that significantly interferes with his or her academic progress.

During the course of the year, teachers have the most frequent and meaningful contacts with students and are therefore the most likely to first notice that a student is experiencing a crisis that is significantly interfering with the student's academic progress. If a teacher becomes aware of a student meeting the at-risk criteria, the teacher should notify the Principal or his or her designee of concerns. The Principal or his or her designee in turn will investigate and determine if the student is at-risk of not graduating.

At least once each academic year, the Principal or his or her designee will determine the names of any students who failed to demonstrate adequate progress in meeting graduation requirements or are one or more years behind their respective cohort age group.

Parental Notification Process

The Principal or his or her designee shall provide written notice to the parent of any student identified as at-risk of not qualifying for a high school diploma. The written notice shall include a description of the School's curriculum and graduation requirements, or, if applicable, the requirements for graduation pursuant to a student's IEP. The notice shall also detail the additional instructional and support services available to the student to earn a high school diploma. Additional instructional or support services will be made available to students at-risk of not graduating. Instructional or support services may include mentoring programs, tutoring, earning credit through demonstration of subject area competency and adjusted curriculum options, career-technical programs, mental or physical health services (to the extent required by an IEP or Section 504 Plan), family engagement and support services, or other services deemed



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appropriate by the Principal or his or her designee.

R.C. 3313.617.

Appendix 2.2140-A Graduation Plan Invitation Letter to Parent, Appendix 2.2140-B Parental Notification That Student is At-Risk of Not Graduating, Appendix 2.2140-C Graduation Plan. Policy 2.2120 Career Advising and Student Success Plans.

Re-Adopted: December 16, 2021
Adopted: September 19, 2019



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2.2150 Physical Education Waiver

Any student who, during high school, has participated in either two full seasons of interscholastic athletics, marching band, show choir, or cheerleading, or has participated in the junior reserve officer training corps (“JROTC”) for at least two (2) full school years, shall not be required to complete any physical education course as a condition to graduate. In lieu of a physical education course, the student shall be required to complete one-half (1/2) unit, consisting of at least sixty (60) hours of instruction, in another course of study. Credit received for participation in the junior reserve officer training corps may be used to satisfy the requirement to complete one-half (1/2) unit in another course of study.

Nothing in this policy denies participation in any physical education course to students who want to participate.

R.C. 3313.603(L).

See **Appendix 2.2030-A** What It Takes to Earn an Ohio High School Diploma. See also **Appendix 2.2140-A** Physical Education Waiver Form.

Adopted: September 19, 2019



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3000 CHARACTER EDUCATION PROGRAM

2.3010 Philosophy

Character Education Program is the foundation of the education program at the School. Character Education, or the teaching of community and societal values, is integrated throughout all curriculum areas is specially designed to ensure Students learn appropriate behavior in addition to developing good character. Helping children develop values such as honesty, courage, respect, cooperation and dependability is as important as teaching them to read or how to cross the street safely. The School's Character Education component is constantly monitored, evaluated and upgraded to ensure Students are exposed to the most comprehensive program possible.



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2.3020 Character Education Policy

The School defines character education as the conscious effort of families, schools and community to teach, advocate and model ethical behavior. One of the most important functions of schools is to reflect and reinforce positive character traits and to teach the rights and responsibilities of citizenship. High standards of conduct are closely related to high levels of academic achievement, and such standards are essential for effective participation in a democratic society. The School strives to develop behavior which reflects widely held community values, including: Caring, Compassion, Cooperation, Good Sportsmanship, Courage, Diligence, Perseverance, Honesty, Fairness, Loyalty, Citizenship, Respect, Tolerance, Patience, Self-esteem, Courtesy and Responsibility. In accepting the responsibility to help Students develop their unique potential and character, the School creates a partnership with Parents, where they work hand-in-hand to instill a sense of ethics and moral judgment. To maintain an educational and work environment that supports character development of Students, we expect that Board members, administrators, teachers, staff, students and volunteers in the school will recognize their role as models for others, consistently exemplifying and enforcing high standards of respect and responsibility. Teachers will integrate character education as it arises naturally in the classroom and curriculum, in interactions with others, and in all school activities.



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2.3030 Overview of Character Education

Character Education is the development of knowledge, skills and abilities that encourage the learners to make informed and responsible choices. The values we teach children are their best protection from the influences of peer pressure, the violence that permeates our society, and the temptations of a consumer culture. Character Education enables students to come face to face with the realities of life. It teaches them to think critically and act responsibly. With their own values clearly defined, children can make their own decisions – rather than succumb to peer pressure or merely imitate their friends – and they are equipped to make better decisions.

The focus of the character education program will be on developing positive behaviors which reflect widely accepted community values. The character education program presented will encompass specific traits or “values” that will be taught during the course of the school year. By concentrating on specific areas of character development, children will be provided with ample opportunities to learn, understand, and practice each trait, both in school and at home. The character traits are broader than their titles and contain many facets. These character traits are not hierarchical or bound by sequence. Each is equally important and can be taught in any sequence. Often when examining one value, others come into play. The important concept is that students will obtain a clearer understanding of each value, and thus obtain a clearer understanding of right and wrong, acceptable behavior, and good citizenship.

To be effective, Character Education cannot be an “add on” to a curriculum – it must be integrated throughout the curriculum, extra-curricular activities and social interactions that occur among all members of the school community. This method makes character education more meaningful, and, provides children with opportunities to see the importance of good character traits in many settings and circumstances. Character Education centers around the development of the whole child in an educational climate that nurtures academic success through teaching respect and self-esteem. Students engage in a variety of experiential learning activities that include cooperative learning, role playing, creative thinking, problem-solving and conflict resolution strategies. The “good” character traits, or “values,” are reinforced at each grade level through materials that relate to lessons learned in prior years, but which go more in depth each year.



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2.3040 Goals of Character Education

The expectations and goals for the Character Education Program are quite simple:

1. Develop a caring school community that promotes and models the core values.
2. Create a staff with an understanding of its role as character educators and the skills necessary to foster character development in students.
3. Develop Students that learn about, understand, practice and model core values and positive character traits.



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2.3050 Character Education Motto

The School has adopted the following Character Education Motto: “REMEMBER: We all have choices; choices have consequences; be smart and make the right choices.” This motto will be displayed prominently in the School and each classroom.



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2.3060 School Climate

Character education cannot be taught in a vacuum. The general attitudes of teachers, staff and students, together with the appearance and environment of the school, set the tone. Clean hallways and classrooms, respectful behavior towards one another, and high expectations, create an orderly, positive school environment. The School will emphasize and model courtesy and caring in both adult-to-adult and adult-to-student interactions. Adults modeling the behavior they wish to cultivate in students is a powerful tool and sends a strong message to children about respect, caring, responsibility and fairness. The more positive and respectful the school atmosphere, the more conducive it is to high academic achievement.



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2.3070 Visual Representations of Positive Character Traits

The School will continuously display multiple representations of the character traits and values that are important in the school community. Each month teachers will display:

Banners with the character trait/value of the month.

Banners with messages relating to the character trait/value of the month.

Bulletin boards focusing on the values.

Newsletters with stories relating to the appropriate character trait.



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2.3080 Selected Character Traits

The following character traits will be presented and developed:

CARING/COMPASSION: Be sympathetic, empathetic and understanding toward the needs and feelings of others. Show you care about others through kindness and sharing.

COOPERATION/GOOD SPORTSMANSHIP: Work together for a common purpose; the ability to take winning or losing without gloating or complaining. Be disciplined and exercise self-control.

COURAGE: The willingness to face obstacles and challenges with determination.

DILIGENCE/PERSEVERANCE: Work hard without giving up in a careful, consistent manner. Always do your best. Keep trying, don't quit or give up easily.

HONESTY/FAIRNESS: Be truthful and just. Listen to others and try to understand what they are saying and feeling. Be sincere, don't deceive, mislead or be devious or tricky. Don't betray a trust, steal or cheat.

LOYALTY: Be faithful to a person, a team, your country or an idea. Don't talk behind someone's back, spread rumors or engage in gossip. Don't violate other ethical principles to keep or win a friendship or gain approval. Don't ask a friend to do something wrong.

CITIZENSHIP: Demonstrate your rights and privileges as a citizen of the United States as well as the school and community. Obey laws, respect authority, and play by the rules. Be charitable and altruistic.

RESPECT: For Others: Judge all people on their merits. Demonstrate tolerance and patience for the individual differences, views and beliefs of others. Don't abuse, demean, or mistreat, manipulate, exploit or take advantage of others. For Self: Proper satisfaction in your accomplishments and achievements. Demonstrate a positive opinion of oneself. Working to one's best ability.

COURTESY: Demonstrate polite, well-mannered behavior towards others.

RESPONSIBILITY: Carry out a duty or task carefully and thoroughly. Be a person others can count on, depend on or trust. Consider possible consequences before you act. Don't make excuses or blame others. Set a good example for others.



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2.3090 Role of Principal

The Principal is the primary driving force of the Character Education Program. Just as the Principal ensures the academic curriculum is being followed, and provides overall leadership for the faculty, staff and students. The Principal creates and chairs the character education planning committee for the school. The Principal uses the first staff meeting of each month as a “kick-off” for the character trait of the month and provides opportunities for staff to share character education ideas and successes.



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2.3100 Role of Teachers

Teachers, like parents, provide role models for children. To be effective, Teachers must provide impeccable examples for their students and help create a caring classroom community. Teachers treat students with respect, encouraging good behavior and correcting improper behavior. They act as facilitators, ensuring that discussions run smoothly. Teachers:

1. Introduce the lesson/topic.
2. Avoid indicating personal bias concerning the topic.
3. Attempt to include all students in the discussion.
4. Prevent any one member of the class from dominating the discussion.
5. Ask questions to stimulate group members to explore other points of view.
6. At the conclusion of the discussion, review the various points of view.
7. Assist students in understanding more clearly the benefits of making informed and responsible choices.
8. Encourage students to explore a variety of problem-solving techniques as alternatives to antisocial behavior.

In addition, teachers discuss character issues in class as they relate to the various subjects being taught, and integrate character lessons into the existing curriculum, as opportunities arise, using cooperative learning, class meetings, personal reflection journals, role-playing, cooperative projects, debate and discussion, and Character Education Curriculum.

Focusing on one-character trait each month allows teachers to intertwine character development through all phases of the daily routine. The character traits must be emphasized in each classroom in order to reach every child. Specific classroom activities should include, but not be limited to:

- Conscious implementation of strategies designed to develop character
- Modeling of appropriate behavior
- Exhortations on the traits and behaviors related to the traits
- Use of literature that has themes related to the traits
- Democratic classroom practices



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2.3110 Role of Parents

Parents are an essential part of every child's character development. Parents provide the first opportunity for children to learn "right and wrong" and "good and bad." It is important for parents to continue to play this role throughout the development of their children. Parents are an integral part of the Character Education Program at the School and should expect to fully participate in the education of their children. Parents will attend Parent Education events so that they may develop a full understanding of the program and policies of the school, and how they can reinforce the curriculum.



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2.3120 Grandparent Caretaker Policy

A grandparent with a grandchild living with them may enroll the grandchild in the School pursuant to the Admission and Lottery Standards Policy No. 4.1030. Such grandparent must provide either a Power of Attorney or a Caretaker Authorization Affidavit.

A. Power of Attorney

A Power of Attorney is created by a parent, guardian or custodian of any student of the school, and grants to the grandparent of the child with whom the child is residing any of the parent's, guardian's or custodian's rights or responsibilities regarding the care, physical custody and control of the child, including the ability to enroll the child in school, to obtain from the school district educational and behavioral information about the child, to consent to all school-related matters regarding the child, and to consent to medical, psychological or dental treatment for the child. A Power of Attorney does not convey legal custody of the grandchild to the grandparent and does not affect the rights of a parent, guardian or custodian in any future proceedings.

B. Caretaker Authorization Affidavit

A Caretaker Authorization Affidavit may be executed by a grandparent who has made reasonable attempts to locate and contact both of the child's parents or the child's guardian or custodian, but has been unable to do so. The Caretaker Authorization Affidavit gives the grandparent the authority to exercise care, physical custody and control of the child, including authority to enroll the child in school; discuss with the school the child's educational progress; consent to all school-related matters regarding the child; and consent to medical, psychological or dental treatment for the child.

The execution of a Power of Attorney or Caretaker Authorization Affidavit for the purpose of enrolling the child in a school or school district so that the child may participate in the academic or inter-scholastic athletic programs provided by the school or school district is prohibited. Such falsification is a first degree misdemeanor and voids the Power of Attorney or Caretaker Authorization Affidavit.

The Power of Attorney will terminate on the occurrence of any of the following events:

- Revocation in writing by the person who created it, and that person gives written notice of the revocation to the grandparent designated as the attorney in fact and to the juvenile court with which the power of attorney was filed;
- The child ceases to reside with the grandparent;
- By court order;
- The death of the child; or



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- The death of the grandparent.

An executed Caretaker Authorization Affidavit shall terminate after the occurrence of any of the following:

- The child ceases to reside with the grandparent;
- The parent, guardian, or custodian of the child acts to negate, reverse, or otherwise disapprove an action or decision of the grandparent, and the grandparent either voluntarily returns the child to the physical custody of the parent, guardian, or custodian or fails to file a complaint to seek custody within fourteen days after the delivery of written notice of negation, reversal, or other disapproval;
- By court order;
- Death of the child; or
- Death of the grandparent.

If a parent, guardian, or custodian gives either written notice of revocation of power of attorney or written notice of negation, reversal, or disapproval of an action or decision of the grandparent under a caretaker authorization, the grandparent may, within fourteen days of the notice, file a complaint with the juvenile court to seek a determination of custody if the grandparent believes it is in the best interest of the child. The grandparent may retain custody of the child until the fourteen-day period for filing a complaint has expired, or if the grandparent files a complaint, until the court orders otherwise.

R.C. 3109.52; 3109.53; 3109.65; 3109.66; 3109.72

See also *R.C. 3109.59; 3109.60; 3107.76*

See the Caretaker Authorization Affidavit and the Caretaker Power of Attorney.



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Appendix 2.1090.1-A

Form for Formal Complaint of Sexual Harassment

Please note that the School's harassment policies prohibit knowingly making false statements or knowingly submitting false information

Incident Reporter: _____

Date: _____

Names of the parties involved in the incident, if known: _____

Date and location of the alleged incident, if known: _____

Additional witnesses of incident, if known: _____

Description of conduct constituting sexual harassment: _____

I am requesting that the School investigate the foregoing allegation of sexual harassment.

Signature of Reporting Person: _____

Date: _____

**Formal Complaints of sexual harassment should be submitted to the Title IX Coordinator.*

Signature of Title IX Coordinator: _____



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Appendix 2.1090.1-B

Notice to Respondent of Formal Complaint of Sexual Harassment

[DATE]

Dear _____ [Respondent],

Please be aware that a Formal Complaint has been filed requesting that the School investigate an allegation of sexual harassment. In this Formal Complaint, you have been reported to be the perpetrator of conduct that could constitute sexual harassment. Attached please find the School's Title IX Grievance Procedure, and below (or attached) please find the allegations of sexual harassment.

The School will now begin an investigation pursuant to the Grievance Procedure. You are presumed not responsible for the alleged conduct, and a determination regarding responsibility will be made at the conclusion of the grievance process. Should you wish to do so, please provide a written response to the below allegations. Your written response should be provided to me at _____ [email address] within five (5) business days of receipt of this letter.

At any point prior to reaching a determination regarding responsibility, I may inquire as to whether you would be interested in voluntarily consenting to participation in an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. You will not be required to participate in such an informal resolution process and may choose to proceed with the grievance process. If all parties agree to participate in the informal resolution process, the investigation will be put on hold, and I will meet with each party in an attempt to resolve this matter. If all parties agree to a resolution through the informal resolution process, the grievance process will end, and all parties will be precluded from resuming a formal complaint arising from the same allegations. However, at any time prior to agreeing to a resolution, any party will have the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

Throughout this grievance process, you may have an advisor of your choice, who may be, but is not required to be, an attorney, and may inspect and review evidence and accompany you to any related grievance meeting or proceeding. Please note that the School's harassment policies prohibit knowingly making false statements or knowingly submitting false information.

Allegations:

Names of the parties involved in the incident, if known: _____

Date and location of the alleged incident, if known: _____

Description of conduct constituting sexual harassment: _____



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Sincerely,
[Title IX Coordinator]

Encl. (Grievance Procedure)



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Appendix 2.1090.1-C

Notice to Complainant of Formal Complaint of Sexual Harassment

[DATE]

Dear _____ [Complainant],

Please be aware that your Formal Complaint requesting that the School investigate an allegation of sexual harassment has been filed. Attached please find the School's Title IX Grievance Procedure, and below (or attached) please find the allegations of sexual harassment.

The School will now begin an investigation pursuant to the Grievance Procedure. Please note that per our procedure, the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment is presumed not responsible for the alleged conduct, and a determination regarding responsibility will be made at the conclusion of the grievance process.

Should you wish to do so, please provide a written response to the below allegations. Your written response should be provided to me at _____ [email address] within five (5) business days of receipt of this letter.

At any point prior to reaching a determination regarding responsibility, I may inquire as to whether you would be interested in voluntarily consenting to participation in an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. You will not be required to participate in such an informal resolution process and may choose to proceed with the grievance process. If all parties agree to participate in the informal resolution process, the investigation will be put on hold, and I will meet with each party in an attempt to resolve this matter. If all parties agree to a resolution through the informal resolution process, the grievance process will end, and all parties will be precluded from resuming a formal complaint arising from the same allegations. However, at any time prior to agreeing to a resolution, any party will have the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

Throughout this grievance process, you may have an advisor of your choice, who may be, but is not required to be, an attorney, and may inspect and review evidence and accompany you to any related grievance meeting or proceeding. Please note that the School's harassment policies prohibit knowingly making false statements or knowingly submitting false information.

Names of the parties involved in the incident, if known: _____

Date and location of the alleged incident, if known: _____

Description of conduct constituting sexual harassment: _____



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Sincerely,
[Title IX Coordinator]

Encl. (Grievance Procedure)



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Appendix 2.1090.1-D

Notice Regarding Informal Resolution Process

[DATE]

Dear [Complainant's name/Respondent's name SEND SEPARATELY],

As stated in my [DATE] letter to you, attached hereto, a Formal Complaint has been filed requesting that the School investigate an allegation of sexual harassment. Please see the attached letter for the allegations.

At this time, I believe that it would be beneficial to engage in an informal resolution process that does not involve a full investigation and adjudication. You are not required to participate in such an informal resolution process and may choose to proceed with the grievance process.

If all parties agree to participate in the informal resolution process, the investigation will be put on hold, and I will meet with each party in an attempt to resolve this matter.

If all parties agree to a resolution through the informal resolution process, the grievance process will end, and all parties will be precluded from resuming a formal complaint arising from the same allegations. However, at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

Please be aware that any records from prior to, or during, the informal resolution process, will be maintained and could be shared as may be permitted by the FERPA statute, 20 U.S.C. 1232g, FERPA regulations, or Ohio law.

If you would like to voluntarily consent to participation in an informal resolution process, please sign below and return this form to me within five (5) business days.

Sincerely,

[Title IX Coordinator]

I have read and understand the foregoing Notice Regarding Informal Resolution Process, and voluntarily consent to participation in an informal resolution process.

Name: _____

Signature: _____

Date: _____



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Appendix 2.1090.1-E

Notice of Evidence

[DATE]

Dear [Complainant's name/Respondent's name SEND SEPARATELY],

Attached please find the evidence obtained as part of my investigation that is directly related to the allegations raised in the formal complaint of sexual harassment in this matter. Please review and submit any written response to me at [email address] within ten (10) business days of receipt of this letter.

Sincerely,

[Title IX Coordinator]

Encl.



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Appendix 2.1090.1-F

Notice of Investigative Report Regarding Formal Complaint of Sexual Harassment

[DATE]

Dear [Complainant's name/Respondent's name SEND SEPARATELY],

Attached please find my investigative report. Please review and submit any written response to INSERT DECISION-MAKER 1 (CANNOT BE TITLE IX COORDINATOR OR INVESTIGATOR)] at [email address] within ten (10) business days of receipt of this letter.

Sincerely,

[Title IX Coordinator]

Encl.



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Appendix 2.1090.1-G

Question and Answer Request

[DATE]

Dear [Complainant's name/Respondent's name SEND SEPARATELY],

I am in receipt of the Investigative Report dated [DATE] related to the allegation of sexual harassment. Before I make a determination regarding responsibility, please submit, in writing to [email address], any, relevant questions that you would like asked of any party or witness within five (5) business days of receipt of this letter. If your questions are allowed, you will be provided with any answers, and permitted limited follow-up.

Sincerely,

[Decision-Maker 1]



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Appendix 2.1090.1-H

Notice of Determination of Responsibility

[DATE]

Dear [Complainant's name/Respondent's name SEND SEPARATELY],

Attached please find my Determination of Responsibility regarding allegations potentially constituting sexual harassment.

If you would like to appeal this determination of responsibility or any allegations therein, please submit a written statement of appeal to the Title IX Coordinator at [email address] within ten (10) business days of receipt of this letter.

Any such appeal may be on one or more of the following bases:

- (A) Procedural irregularity that affected the outcome of the matter;
- (B) New evidence that was not reasonably available at the time this determination regarding responsibility was made, that could affect the outcome of the matter; and
- (C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Sincerely,

[Decision-Maker 1]

Encl.



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CHAPTER 2: EDUCATION PHILOSOPHY AND PROGRAM

Appendix 2.1090.1-I

Notice of Appeal

[DATE]

Dear [Complainant's name/Respondent's name SEND SEPARATELY],

Please be aware that an appeal has been filed regarding the Determination of Responsibility issued on [DATE]. Pursuant to the School's grievance procedure, you may submit a written statement in support of, or challenging the outcome, within five (5) business days. Please submit any such written statement to [email address].

Sincerely,

[Decision-Maker

2]



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Appendix 2.1090.1-J

Notice of Appeal Decision

[DATE]

Dear [Complainant's name/Respondent's name SEND SEPARATELY],

Attached please find my written decision describing the result of the appeal and the rationale for the result.

Sincerely,

[Decision-Maker 2]

Encl.



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Appendix 2.1170.1-A

Child Find Notice

The School must establish and implement procedures to identify, locate and evaluate children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents and describe the parent's rights with regard to confidentiality of information that will be obtained during this process

The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the School and a copy in his or her native language will be provided.

Identification Activity

Child find refers to activities undertaken by public education agencies to identify, locate, and evaluate children residing within the School's geographic boundaries, who are suspected of having disabilities, regardless of the severity of their disability, and determine the child's need for special education and related services. The purpose is to locate these children so that a free appropriate public education can be made available. The types of disabilities that, if found, cause a child to need services are a cognitive disability (mental retardation), a hearing impairment including deafness, speech or language impairment, visual impairment including blindness, emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, by reason thereof, the disabled child needs special education and related services.

The School is required to annually provide notice describing the identification activities and the procedures followed to ensure confidentiality of personally identifiable information. This notice is intended to meet this requirement.

Identification activities are performed to find a child who is suspected of having a disability that would interfere with his or her learning unless special education programs and services are made available. The activities include review of group data, conducting hearing and vision screening, assessment of student's academic functioning, observation of the student displaying difficulty in behavior, and tiered interventions targeting academic or behavioral needs to determine student response. Input from parents/guardians is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents/guardians give permission for their child to be evaluated.

Confidentiality

If after screening a disability is identified, upon parent/guardian permission the child will be evaluated. A written record of the results is called an education record, which is directly related to the child and is maintained by the School. These records are considered personally identifiable to the child.

The School will gather information regarding the child's physical, mental, emotional and health functioning through testing and assessment, observation of the child, as well as through review of any records made available to the School through the child's physician or other providers of services.



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The School protects the confidentiality of personally identifiable information. The School will inform the parent/ guardian when this information is no longer needed to provide educational services to the child and will destroy the information at the request of the parent/guardian.

The parent/guardian of the child has a number of rights regarding the confidentiality of the child's records. The parent/guardian has the right to inspect and review any education records related to the child that are collected, maintained, or used by the School. The School will comply with a request to review the records without unnecessary delay and before any meeting regarding planning for the child's special education program (IEP meeting), and before a hearing should there be a disagreement about how to educate the child who needs special education. In no case, may the school take more than 45 days to furnish the opportunity to inspect and review the child's records.

The parent/guardian has the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent exercising the right to inspect and review the records, and the right to have a representative inspect and review the records.

Upon request, the School will provide a list of the types and the location of education records collected, maintained, or used by the agency.

The parent/guardian has the right to request amendments on their child's education records that they believe are inaccurate or misleading or violate the privacy or other rights of the child. The School will decide whether to amend the records within a reasonable time of receipt of the request. If the School refuses to amend the records, the parent/guardian will be notified of the refusal and right to a hearing.

Parent/guardian consent is required before personally identifiable information contained in a child's education records is disclosed to anyone other than officials of the School collecting or using the information for purposes of identification of the child, locating the child and evaluating the child or for any other purpose of making available a free appropriate public education to the child. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additionally, the School, upon request, discloses records without consent, to officials of another School in which the child seeks or intends to enroll.

When a child reaches age 18, the rights of the parent/guardian with regard to confidentiality of personally identifiable information is transferred to the student.

Complaints alleging failures of the School with regard to confidentiality of personally identifiable information may be filed with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605



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The School will be providing ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, please contact the Special Education Program Coordinator at the Administration Office.



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Appendix 2.1190.1-A

Sample School-Family Compact

The School and all Parents and family members (family) of students, including the family of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act ("ESEA"), agree that this compact outlines how the family, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and family will build and develop a partnership that will help children achieve the State's high standards.

This school-family compact is in effect during the school year _____.

School Responsibilities

The School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic standards as follows: [Describe how school will provide high quality curriculum and instruction and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences at least annually during which this compact will be discussed as it relates to the individual child's achievement. Those conferences will be held [Describe when the parent-teacher conferences will be held.]
3. Provide family with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to family.]
4. Provide family reasonable access to staff. Specifically, staff will be available for consultation as follows: [Describe when, where and how staff will be available for consultation with family.]
5. Provide family opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how family may volunteer, participate, and observe classroom activities.]
6. Treat all members of the School's family with respect and dignity.
7. Know the curriculum and state standards.
8. Establish clear rules for acceptable behavior, class participation, grades and assignments.
9. Discipline students in a fair and consistent manner.

Family Responsibilities

We, as family, will support our children's learning in the following ways:

1. We will treat all members of the School family with respect and dignity.



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2. We will know and understand school rules and cooperate with school personnel in the enforcement of school rules.
3. We will support the school's zero tolerance policy toward any physical aggression.
4. We will communicate our comments, questions, and concerns to the appropriate personnel.
5. We will send our child to school in accordance with the school dress code.
6. We will attend any meeting concerning the welfare and well-being of our child, including report card conferences, IEP meetings, and any other intervention meetings.
7. We will send our child to school on time and on a regular basis as required by the law.
8. We will inform the school of change of phone numbers and addresses.
9. We will support the completion of all homework and our child's reading for 15 minutes daily.
10. We will monitor the amount of television our child watches.
11. We will participate, as appropriate, in decisions relating to our child's education.
12. We will stay informed about our child's education and communicate with the school by promptly reading and responding to all notices from the school.
13. We will serve; to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School's School Improvement Team, the Title I Policy Advisory Committee, the Policy Advisory Council, the School Support Team, or other school advisory or policy groups.
14. We will be sure that our child attends all Extended Day Educational Services, such as tutoring sessions before or after school or during weekends. We recognize that those supplemental activities are a required part of the child's educational program and the School curriculum and the failure to assure a child's attendance at such sessions could result in retention or discipline under school policy.

Student Responsibilities

I, as a student, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

1. Do my homework every day and ask for help when I need to.
2. Read at least thirty minutes every day outside of school time.
3. Give my family or the adult who is responsible for my welfare all notices and information received by me from my school every day.
4. [Describe other ways in which the student will support his or her academic achievement.]

School

Parent

Student



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Date

Date

Date



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Appendix 2.1190.2-A

Parent's Right-to-Know Letter

Dear Parent/Guardian,

Under federal law, _____ (School) must notify parents of their right to request certain information about their child's education. We are happy to provide this information to you, and we will do so in a timely manner.

At any time, you may request information about state or school policies or procedures regarding student participation in any required assessment. This information will include the right to opt out of the assessment, if such a right applies.

In addition, you may ask:

- Whether the teacher met State qualification requirements for the grade level and subject in which he/she teach,
- Whether the teacher is teaching under an emergency or provisional certificate through which the State requirements were waived, and
- Whether the teacher is teaching in the field of discipline of his/her certification.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are qualified.

If you have any questions about your child's assignment to a teacher or paraprofessional or about required assessments, please contact me at any time.

Sincerely,

Name and Title of Head Administrator of School



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Appendix 2.1190.2-B

Letter to Parents Regarding Instruction Provided by Teacher that Does Not Meet State Qualification Requirements

(For notification to parents of Title I students when a child is taught or assigned to be taught for four or more consecutive weeks by a teacher who does not meet applicable State qualification requirements)

Dear Parents/Guardian:

Your child, _____,

_____ has been taught by _____ [name of teacher] in _____ [grade, subject] for the past four consecutive weeks, or

_____ has been assigned to be taught by _____ [name of teacher] in _____ [grade, subject] for this school year or for a period of more than four consecutive weeks.

The Every Student Succeeds Act (ESSA) requires that any school receiving Title I funds to support achievement programs for low-income students must report whether students are taught by teachers who meet applicable state qualification requirements. Because the School receives Title I funding, we are notifying you that _____ [name of teacher] has not met the applicable state requirements for the assigned grade level and subject area at this time.

We remain committed to providing all of our students with the academic knowledge and critical thinking skills needed to succeed in school and beyond and to providing qualified instructors for your student. If you have any questions about your child's assignment to this class, please contact me.

Sincerely,

Name and Title of Head Administrator of School



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Guidelines for the Identification and Assessment of Limited English Proficient Students/English Language Learners

Overview of School District Requirements in Serving Limited English Proficient (LEP) Students/English Language Learners (ELL)

In its publication *The Provision of an Equal Education Opportunity to Limited English Proficient Students* (1992), the U.S. Department of Education, Office for Civil Rights, provides guidelines to school districts regarding their legal obligation to language minority students. The following is a summary of the guidelines.

First, school districts must identify all students whose primary or home language is other than English (PHLOTE). The district then needs to assess all PHLOTE students to determine if they are limited English proficient and need special language assistance to participate effectively in the district's instructional program.

After a school district has identified LEP students who need assistance, it must determine what kind of special language service program is to be provided and it must implement the program. Ohio does not prescribe a specific type of intervention program. Thus, school districts have the flexibility to decide on the educational approach that best meets the needs of their LEP/ELL students. Programs must be based on sound theory and best practice. In other words, programs must likely be effective in meeting the educational needs of language minority students. Whatever program is selected, it must provide effective instruction that leads to academic achievement and timely acquisition of proficiency in English. Guidelines and further information about programmatic options for LEP/ELL students are available through the Lau Resource Center of the Ohio Department of Education (see Contact Information at the end of this document).

In implementing their programs, school districts must ensure that staff members are properly trained and that appropriate curricular materials are used. Classroom facilities should be comparable to those used by other students. In addition, school districts have the responsibility to notify national origin minority group parents of school activities which are called to the



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attention of other parents. Such a notice, to be effective, may need to be in a language other than English.

Once a school district implements a special language program for its LEP students, it must monitor student progress on a regular basis and take steps to modify the program if the students are not making reasonable progress.

Focus of this Document

The focus of this document is the initial identification of students whose home/native language is not English and the subsequent assessment of their English communication skills to determine if the students are LEP. The information and guidelines in the following pages are intended to serve as a resource for personnel of school districts serving language minority students.

On the next page is a sample form that can be adapted by school districts for documenting the identification of students whose home/native language is not English, the assessment of their English language proficiency and the placement of the students in appropriate educational programs. On the subsequent pages are guidelines for the English language assessment of students whose home/native language is not English.



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Home Initial English Language Assessment Survey

Communication Skill	Proficiency Level					
	Pre-functional	Beginning	Intermediate	Advanced	Advanced	Proficient
Listening	_____	_____	_____	_____	_____	_____
Speaking	_____	_____	_____	_____	_____	_____
Reading	_____	_____	_____	_____	_____	_____
Writing	_____	_____	_____	_____	_____	_____
Comprehension*	_____	_____	_____	_____	_____	_____
Composite**	_____	_____	_____	_____	_____	_____

*The Comprehension level is derived from Listening and Reading

**The Composite level is derived from Listening, Speaking, Reading, Writing and Comprehension

Assessment instrument(s) used:

Date: _____

School District: _____

Name of Student: _____
Family Name/First Name/Middle Initial

Date of Birth: _____ Place of Birth: _____
Month/Day/Year City/State/Country

Name of Parent/Guardian: _____
Family Name/First Name

Home Address: _____

Home Phone: _____ Work Phone: _____

For Parents/Guardians:

Please answer the following questions.

1. What language did your son or daughter speak when he or she first learned to talk?

2. What language does your son or daughter use most frequently at home?

3. What language do you use most frequently to your son or daughter?

4. What language do the adults at home most often speak?



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5. How long has your son or daughter attended school in the United States?

For School District Personnel:

If the answer to any of the first four questions above is a language other than English, indicate the student's native/home language in EMIS Student Data Element (GI270), and proceed to assess the student's English language proficiency.

Is the student LEP? Yes No

Indicate the student's status as LEP or not LEP in EMIS Student Data Element (GI230).

If the student has been in U.S. schools for less than three years and the student's reading and writing level is intermediate or below, the student is eligible for additional accommodations.

Is this student eligible? Yes No



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The English Language Assessment of Students Whose Native or Home Language is Not English

Purposes of English Language Assessment

- To determine if a student is limited English proficient (LEP), that is, the student's level of English proficiency is not adequate to participate effectively in mainstream classroom settings in which English is the only language of instruction
- To determine the appropriate support to be provided for those students identified as LEP
- To help inform instructional decisions relating to the education of LEP students
- To determine if a student who has been enrolled in United States schools for less than three full school years is eligible for additional accommodations when taking certain Ohio statewide assessments.
- To evaluate the progress of LEP students in developing English language proficiency
- To help determine when a student is no longer LEP and is ready to be exited from the district's LEP program
- To help evaluate the effectiveness of the district's LEP program

English Communication Modes to be Assessed

- **Listening:** How well is the student able to understand spoken English in social and grade-level academic settings?
- **Speaking:** How well is the student able to communicate orally in English in both social and academic settings?
- **Reading:** How well is the student able to read age-appropriate written materials in English for both social and academic purposes?
- **Writing:** How well is the student able to produce writing in English for both social and academic purposes?

Proficiency Levels

A number of category systems have been developed to indicate the different stages or levels of second/foreign language proficiency. Category systems include **nine levels:** Novice-Low, Novice-Mid, Novice-High, Intermediate-Low, Intermediate-Mid, Intermediate-High, Advanced, Advanced-Plus, and Superior (American Council of Teachers Foreign Languages); **six levels:** No English, Receptive English Only, Survival English, Intermediate English, Proficient English I, and Proficient English II (*Bilingual Syntax Measure*, The Psychological Corporation) and **five levels:** Beginner Proficiency Level, Elementary Proficiency Level, Low Intermediate Proficiency Level, High Intermediate Proficiency Level, and Advanced Proficiency Level (*Secondary Level English Proficiency Test*, Educational Testing Service).

For the purpose of this guide, five levels are used to categorize LEP students at different stages of English language proficiency: Pre-functional, Beginning, Intermediate, Advanced and Proficient/Trial Mainstream. It should be recognized that within each of these levels, students will represent a certain range of proficiencies (low, mid, high).

On the next page is a description of the five levels of English language proficiency of LEP students. Following the description of the proficiency levels is a chart indicating the five English proficiency levels for each of the four language domains: listening, speaking, reading and writing.



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English Proficiency Levels of LEP Students

Students learning a new language proceed through different stages or levels of proficiency. Ohio has established five proficiency levels to categorize LEP students at different stages of their English language development:

- Pre-functional;
- Beginning;
- Intermediate;
- Advanced;
- Proficient/Trial-Mainstream.

The following are summary descriptions of each of the proficiency levels:

Pre-functional: Students at this level may understand some isolated words (particularly school and social environment vocabulary), some high-frequency social conventions, and simple (single-word or short-phrase) directions, commands and questions. They rely on nonverbal cues such as gestures and facial expressions and require frequent repetition and rephrasing to understand spoken language. In conversations, they may be able to provide some basic information in response to requests and questions. They can ask one- or two-word questions without regard to structure and intonation.

Regarding reading and pre-reading skills, students at this level may demonstrate an understanding of concepts of print (e.g., front-to-back, top to-bottom, left-to-right) and begin to track print. They may be able to distinguish letters from other symbolic representations. They can imitate the act of reading (e.g., holding a book and turning pages); however, they get meaning mainly through pictures. Students at this level participate in writing activities by drawing pictures. They may be able to copy letters or form them from memory and may be able to copy some words. They can imitate the act of writing (e.g., scribbling); however, their text does not transmit a message. They may attempt to apply some writing conventions but do so inappropriately or do so correctly only when copying.

Beginning: As LEP students' oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases and begin to use English spontaneously. They gradually construct more meaning from the words themselves, but the construction is often incomplete. They are able to generate simple texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, such as invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical patterns of the native language (i.e., ways of structuring text from native culture and language).

Intermediate: At this level, students understand more complex speech, but still may require some repetition. They acquire a vocabulary of stock words and phrases covering many daily situations. They use English spontaneously, but may have difficulty expressing all of their thoughts due to a restricted vocabulary and a limited command of language structure. Students at this level speak in simple sentences, which are comprehensible and appropriate, but frequently marked by grammatical errors. They may have some trouble comprehending and producing complex structures and academic language.

Proficiency in reading may vary considerably depending upon the learner's familiarity and prior experience with themes, concepts, genre, characters and so on. They are most successful constructing meaning from texts for which they have background knowledge upon which to build. They are able to generate more complex texts, a wider variety of texts and more coherent texts than beginners. Texts still have considerable numbers of non-conventional features.



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Advanced: At this level, students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty understanding and using some idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts.

Students at this level may read with considerable fluency and are able to locate and identify the specific facts within the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems. They produce texts independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains.

Source of the above proficiency level descriptions of Beginning –Advanced: Teachers of English to Speakers of Other Languages (TESOL), Inc., 1997, pp. 20-21.

Proficient/Trial-mainstream: At this final stage, students usually can participate in academic topical conversations without difficulty. In most cases, they can follow complex and multi-level directions without assistance and they can understand oral information provided via electronic audio and video media. Students at this level usually speak English fluently in social and grade-level academic settings and they control age-appropriate syntax and vocabulary in their speech.

Generally, students read and understand factual information in non-technical prose as well as discussions on concrete topics related to special events. They comprehend standard newspaper items addressed to the general reader, correspondence reports and technical materials. At this level, they can write short papers and clearly express statements of position, points of view and arguments. In their writing, they usually show control of varied sentence structures, spelling and vocabulary, expressing well-developed thoughts.

During this transition stage, the students' progress is carefully monitored and additional support is provided on an as-needed basis.

Criteria for Exiting LEP Program

To be exited from LEP programs in Ohio, students need to demonstrate the ability to understand, speak, read and write the English language at a level in which they are able to:

1. Achieve successfully in classrooms where the language of instruction is in English;
2. Meaningfully participate in academic assessments in English; and
3. Participate fully in society in the United States.

A student has attained the required level of English proficiency to be exited from a district's LEP program when the student:

- Obtains a composite score of 5 on the Ohio Test of English Language Acquisition (OTELA); **or**
- Obtains a composite score of 4 on the OTELA, subsequently completes a trial period of mainstream instruction and obtains a composite score of 4 or above on the OTELA during the trial period of mainstream instruction.



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Special Conditions

- Students will not be exited from the LEP program before Grade 3.
- Students who obtain a composite score of 4 or 5 on the OTELA in Grade 2 and obtain a composite score of 4 or above on the OTELA during the completion of a trial period of mainstream instruction in Grade 3 shall be exited from the program.
- Transition Year – LEP students who obtain a composite score of 4 or 5 on the OTELA in 2008-2009 will be exited from the program if they obtain a composite score of 4 or 5 on the OTELA in 2009-2010.



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Level IV
Advanced

English Proficiency Levels – Descriptions

	Listening	Speaking	Reading	Writing
Level V Proficient	<ul style="list-style-type: none"> Has zero to very limited ability in understanding spoken English Relies on non-verbal cues such as gestures and facial expressions, and requires frequent repetition/rephrasing to understand spoken language May understand some isolated words, some social conventions, and simple directions, commands and questions 	<ul style="list-style-type: none"> Has zero to very limited ability in speaking English May say or repeat common phrases, words and formulaic language May be able to provide some basic information in response to requests and questions Can ask one or two-word questions without regard to structure and intonation 	<ul style="list-style-type: none"> Has zero to very limited ability in reading English May demonstrate some basic concepts of print (front-to-back, top-to-bottom, left-to-right) May distinguish letters from other symbolic representations May follow one-step directions depicted graphically 	<ul style="list-style-type: none"> Has zero to very limited ability in writing English Can participate in writing activities by drawing pictures May be able to copy letters or form them from memory May be able to copy some words May attempt to apply some writing conventions, but often does so inappropriately
Level III Intermediate	<ul style="list-style-type: none"> Understands simple, short statements and questions on a well-known topic within a familiar context Can follow simple multi-step directions Can identify the main idea and some details of short conversations or simple orally-delivered text on a familiar topic May still need repetition and rephrasing Shows understanding simple questions and statements on familiar topics Often requires restatements in graphic terms or at a lower rate Can follow many simple directions Shows appropriate responses when read or told story (example – laughs at humor) Has difficulty comprehending academic-related 	<ul style="list-style-type: none"> Predominantly uses formulaic patterns and memorized phrases Uses language that is often marked by the lack of tense, number, and agreement Uses school-social vocabulary that is limited to key words and has little or no academic vocabulary Responds to questions usually with one or two-word answers Can communicate ideas and feelings in English, but with some difficulty Speaks coherently, but with hesitations and with grammatical and syntactic errors Can retell a simple story, but detail may be lacking Can respond appropriately to many questions, but with errors in grammar and vocabulary 	<ul style="list-style-type: none"> Begins to identify the names of both upper and lower case letters of the alphabet Can identify where words begin and end Can follow multi-step directions depicted graphically During read aloud, gets meaning primarily from pictures and the teacher's tone of voice and gestures Reads simple printed material within a familiar context Understands short discourse on familiar topics. Has a small repertoire of high frequency words Partially uses details to extract meaning Partially perceives the feeling and tone in a poem or story Has some weaknesses in predicting from details 	<ul style="list-style-type: none"> Produces writing that is marked by the lack of tense, number, and agreement Makes frequent errors in mechanics such as punctuation and capitalization Writes most effectively when supported by a visual, a shared experience, or scaffolding Can begin to revise or edit own writing with teacher support Composes short paragraphs that are mostly intelligible Begins to edit for sentence-level structure, spelling and mechanics and revises for content, organization and vocabulary, usually with the support of the teacher Writes with less dependency on visual supports, shared experiences, and scaffolding
	<ul style="list-style-type: none"> Understands conversations in most school/social settings Understands main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics May ask for clarification on oral information related to academic content Understands multiple meanings of words and can use context clues to understand messages Shows understanding of academic topical conversations without difficulty Can follow complex and multi-level directions without difficulty Shows understanding of oral information provided via electronic media 	<ul style="list-style-type: none"> Speaks in coherent, fluent sentences, but with occasional errors in vocabulary and syntax Has little difficulty communicating personal ideas and feeling in English Can respond appropriately to many questions in classroom settings, but makes some errors in more complex grammatical structures Can often use language to connect, tell and expand on a topic; and can begin to use it to reason Speaks English fluently in social and grade-level academic settings Produces speech that include a variety of adverbs and transitional signals Participates in classroom discussions without difficulty Demonstrates control of age-appropriate syntax and vocabulary when speaking Can use language effectively to connect, tell, expand, and reason 	<ul style="list-style-type: none"> Can read familiar text with little teacher or visual support; still needs those supports when reading to comprehend unfamiliar text Has oral fluency and uses self-monitoring and self-correction strategies when necessary Can identify main idea of many reading passages Able to identify most specific facts within a text May have some difficulty using details to make predictions Reads and understands factual information in non-technical prose as well as discussion on concrete topics related to special events Comprehends standard newspaper items addressed to the general reader, correspondence reports and technical materials Shows understanding of the main idea Understands figurative language in a poem 	<ul style="list-style-type: none"> Writes simple social correspondence with some errors in spelling and punctuation May have some difficulty in producing complex sentences Produces writing that generally addresses given topic Produces writing that is generally intelligible but lacking grade-level quality Produces writing that generally expresses complete thoughts Writes short papers and clearly expresses statements of position, points of view and arguments Shows good control of sentence structure, spelling, and vocabulary Produces writing with wide range of vocabulary Edits for sentence-level structure, spelling, and mechanics and revise for content, organization and vocabulary

Sources: North Carolina Department of Education, 1999; Iowa Department of Education, 2000; IDEA Reading and Writing Proficiency Tests, Examiner's Manual, 1993, Ballard and Tighe; The State Collaborative on Assessment and Student Standards (SCASS) for Assessing Limited English Proficient Students and American Institutes for Research (AIR), English Language Development Assessment K-2 Test Administration Manual, 2006.



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Guidelines for the Identification and Assessment of Limited English Proficient Students/English Language Learners
Ohio Department of Education, March 2012.

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Language Assessment Battery (LAB)

Grade levels: PreK-12

Communication modes: Listening, Speaking, Reading and Writing

Languages: English, Spanish

Contact: The State Education Department, 89 Washington Avenue, Room 775 EBA, Albany, New York, 12234, Tel. (518) 474-8220; FAX (518) 474-2021

Language Assessment Scales (LAS)

Grade levels: PreK-12, LAS Links

Communication modes: Listening, Speaking, Reading and Writing

Languages: English, Spanish

Contact: CTB/McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940 Tel: (800) 538-9547

Maculaitis Test of English Language Proficiency – II (MAC II)

Grade levels: K-12 (Reading: 4-12)

Communication modes: Listening, Speaking, Reading and Writing

Language: English

Contact: Questar Assessment, Inc., 4 Hardscrabble Heights, P.O. Box 382, Brewster, NY 10509 Tel: (800) 800-2598

Secondary Level English Proficiency Test (SLEP)

Grade levels: 9-12

Communication modes: Listening, Reading

Language: English

Contact: Educational Testing Service/SLEP Inquiries, P.O. Box 6156, Princeton, NJ, 08541-6156 Tel. (609) 771-7206

Woodcock-Muñoz Language Survey

Grade levels: Ages 3-adult

Communication modes: Listening, Speaking, Reading, Writing

Language: English, Spanish

Contact: Riverside Publishing Co., 3800 Golf Road, Suite 100, Rolling Meadows, IL 60008 Tel: (800) 323-9540



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Appendix 2.1290-A

Ohio Test of English Language Acquisition (OTELA)

State and Federal law require an annual assessment of K-12 limited English proficient students to measure their English language proficiency. The Ohio Test of English Language Acquisition is the assessment used for testing English language proficiency for Ohio LEP students in Grades K-12. As OTELA is a progress test instrument, it cannot be used to screen newly identified LEP students. Districts must use screening assessments for that purpose.

The OTELA will show progress in English language proficiency that students are making from academic year to academic year. OTELA results are used to determine whether a district is meeting its annual measurable achievement objectives (AMAOs) as required by the No Child Left Behind (NCLB) Act. Each school district, based on the number of students and their previous OTELA scores, must annually reach a progress target and an attainment target for English language proficiency.

For more information on OTELA, visit the ODE website at education.ohio.gov, keyword search: OTELA.

Ohio's Title III Accountability Plan Effective School Year 2009-2010

Background

The Ohio Department of Education, in collaboration with the Ohio ESL Advisory Committee and the American Institute of Research (AIR), has completed a review of Ohio's Annual Measurable Achievement Objectives (AMAOs) for limited English proficient students, as well as criteria for exiting the LEP program.

In its review, ODE analyzed longitudinal student performance data and evaluated the AMAOs and exit criteria in terms of appropriateness, reasonableness and concurrence with the U.S. Department of Education (USDOE) Notice of Final Interpretations regarding Title III Assessments and Accountability Provisions, published Oct. 17, 2008.

Based on the results of this review process, ODE developed and submitted to USDOE proposed revisions to Ohio's Title III Accountability Plan to be effective for the 2009-2010 school year. The accountability revisions, which have been accepted by USDOE, are:

- **AMAO #1:** Limited English Proficient (LEP) students make progress in achieving English Language proficiency

Definition of Progress: Increase at least one performance level in either the production (combination of speaking and writing) or comprehension (combination of listening and reading) domains in the OTELA from one year to the next. LEP students who have achieved attainment (Composite Level 4 on the OTELA) in a previous year and are in the trial mainstream year will make progress if they score a Composite Level 4 or 5 on the OTELA in the subsequent year.



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Progress Target: By the year 2013-2014, 87 percent of ELL students will make annual progress in achieving English language proficiency as measured by performance on the OTELA. The percentage of students expected to meet this goal between the current school year and 2013-14 will increase incrementally as follows:

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
75%	78%	81%	84%	87%

Transition Year 2009-2010: LEP students who have achieved attainment (Composite Level 5 on the OTELA in 2009) and are in the trail mainstream year will make progress if they score a Composite Level 4 or 5 on the OTELA in 2010.

- **AMAO #2:** LEP students attain English language proficiency

Definition of Attainment: Achieve a composite score of 4 or higher on the OTELA. AMAO #2 is calculated by taking the total of all ELL students in Ohio's ELL programs who achieve a composite score of 4 or higher on the OTELA and dividing by the total number of students in Ohio's ELL programs.

Progress Target: By the year 2013-2014, 30 percent of all ELL students served in a Title III program will attain English language proficiency. The percentage of students expected to meet this goal between the current school year and 2013-14 will increase incrementally as follows:

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
26%	27%	28%	29%	30%

- **AMAO #3:** LEP students meet the state's Adequate Yearly Progress (AYP) targets

Note: AMAO #3 was not revised. It remains the same as in previous years.

Contact Information

Lau Resource Center
Office of Curriculum and Assessment
Ohio Department of Education
25 South Front Street, Mail Stop 509



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Columbus, OH 43215
(614) 466-4109 (Telephone)
(888) 644-6732 (Toll free)
(614) 387-0421 (Fax)
lau@ode.state.oh.us (e-mail)

Guidelines for the Identification and Assessment of Limited English Proficient Students/English Language Learners 12 Ohio Department of Education, March 2012



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Appendix 2.1310-A Bus Driver Qualifications

3301-83-06 Personnel qualifications.

(A) The transportation director/supervisor

Qualifications shall include:

- (1) A satisfactory driving record as verified through checks made by the employing agency.
- (2) A satisfactory work history as verified through professional references.
- (3) A satisfactory criminal background report in accordance with divisions (J) and (K) of section [3327.10](#) of the Revised Code.
- (4) Post-high school education or work experience in education, business administration, management or transportation as determined by the school bus owner.
- (5) Completion of annual participation in a minimum of four hours of inservice training related to school transportation, in school transportation-related training.
- (6) Completion of the classroom portion of the Ohio preservice driver training program at least once every six years pursuant to paragraph (A)(2) of rule [3301-83-10](#) of the Administrative Code.

Newly assigned administrators shall complete the classroom portion of the Ohio preservice driver training program within one year of their appointment to the position.

(B) The school bus driver

The school bus driver shall have an understanding of the role of pupil transportation in the educational program and meet all the physical, mental and moral requirements established by federal rule, state laws and this chapter of the Administrative Code.

Qualifications shall include:

- (1) Be at least twenty-one years of age with a minimum of two years driving experience.
- (2) Being physically qualified pursuant to the requirements listed in rule [3301-83-07](#) of the Administrative Code.
- (3) Completion of semi-annual driver record checks through the Ohio department of education for which records shall be maintained by the employer and/or school district for a minimum of six years. School bus drivers with any of the following shall be disqualified from operating a school bus:



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- (a) More than six points during the past two years;
 - (b) A conviction of driving while under the influence of alcohol and/or a controlled substance during the past ten years;
 - (c) Two (or more) serious traffic violations, as defined in division (II) of section [4506.01](#) of the Revised Code, during the past two years; or
 - (d) Any railroad crossing violation during the past year as evidenced by a conviction, video, or a report by a railroad official.
 - (e) Nothing in paragraph (B) of this rule shall limit any district or employer from adopting more stringent qualifications.
- (4) Being licensed as a school bus operator.
- (5) Holding school bus driver certification by a city or exempted village superintendent, a community school superintendent, a county educational service center, county board of developmental disabilities, head start program administrator, non-public administrator, or contractor.
- (6) Completion of pre-service and inservice training as prescribed in rule [3301-83-10](#) of the Administrative Code.
- (7) Physical capability of safely and appropriately lifting and managing preschool and special needs children when necessary.
- (8) Ability to cope with stressful situations.
- (9) Possessing or upgrading skills through formal and/or in-service training.
- (10) A satisfactory criminal background report in accordance with divisions (J) and (K) of section [3327.10](#) of the Revised Code. A new report shall be required every six years with driver re-certification pursuant to rule [3301-83-10](#) of the Administrative Code. Records shall be maintained by the employer and/or school district for a minimum of six years.
- (11) A negative pre-employment drug test.
- (12) Participation in drug and alcohol testing as mandated by the federal motor carrier safety administration (FMCSA) pursuant to 49 C.F.R. 382. Individuals who refuse to participate in testing are disqualified from operating a school bus.

(C) Maintenance personnel

Personnel employed for vehicle maintenance duties shall be qualified to perform quality preventive and regular maintenance programs and shall understand the relationship of vehicle maintenance to a safe pupil transportation program.

Qualifications as determined by the employer shall include:



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- (1) Work history;
- (2) Education and professional development;
- (3) Testing;
- (4) On-the-job performance evaluations.
- (5) Individuals who may be required to operate a school bus with pupils on board shall meet all requirements for a school bus driver as listed in paragraph (B) of this rule.

(D) Bus aides

Qualifications shall include:

- (1) Physical capability of safely and appropriately lifting and managing preschool and special needs children when necessary.
- (2) Ability to cope with stressful situations as related to preschool and special needs children.
- (3) Possessing or upgrading skills through formal and/or inservice training related to transportation of preschool and special needs children.
- (4) A satisfactory criminal background report in accordance with divisions (J) and (K) of section [3327.10](#) of the Revised Code. A new report shall be required every six years and the standard for evaluation of this report shall be as provided for in rule [3301-20-01](#) of the Administrative Code. Records shall be maintained by the employer and/or school district for a minimum of six years.

(E) On-the-bus instructors

Qualifications shall include:

- (1) Meeting the requirements of rule [3301-83-10](#) of the Administrative Code inclusive, relating to on-the-bus instructor training.
- (2) Meeting all the requirements of school bus driver as listed in paragraph (B) of this rule.
- (3) Skills necessary to plan and organize instruction.
- (4) Ability to communicate effectively.
- (5) Capability of coordinating instruction for pre-school and special needs transportation.
- (6) Be currently employed in a role that includes school bus driving duties and be listed as an active driver by the department.



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(7) Shall pass a driving and pre-trip skills evaluation at least once every six years with a state pre-service instructor.

(8) Shall be sponsored by a school transportation provider or preservice instructor.

(F) Drivers of vehicles other than school buses utilized for pupil transportation.

Qualifications shall include:

(1) Be at least twenty-one years of age with a minimum of two years driving experience.

(2) Shall complete semi-annual driver record checks through the department for which records shall be maintained by the employer and/or school district for a minimum of six years. Drivers with any of the following shall be disqualified from operating a vehicle:

(a) More than six points during the past two years;

(b) A conviction of driving while under the influence of alcohol and/or a controlled substance during the past ten years;

(c) Two (or more) serious traffic violations, as defined in division (II) of section [4506.01](#) of the Revised Code, during the past two years; or

(d) Any railroad crossing violation during the past year as evidenced by a conviction, video, or a report by a railroad official.

(e) Nothing in this rule shall limit any district or employer from adopting more stringent qualifications.

(3) Holding a valid driver's license.

(4) Proof of financial responsibility or insured by the school transportation provider.

(5) A satisfactory criminal background report in accordance with divisions (J) and (K) of section [3327.10](#) of the Revised Code. A new report shall be required every six years with driver re-certification pursuant to rule [3301-83-10](#) of the Administrative Code and the standard for evaluation of this report shall be as provided for in rule [3301-83-23](#) of the Administrative Code. Records shall be maintained by the employer and/or school district for a minimum of six years.

(6) Must be physically qualified as determined by rule [3301-83-07](#) of the Administrative Code, except that paragraph (D)(13) of rule [3301-83-07](#) of the Administrative Code shall not apply to drivers employed by the Ohio school for the deaf and Ohio state school for the blind, who must meet all other requirements outlined in rule [3301-83-07](#) of the Administrative Code and shall only transport students enrolled at the Ohio school for the deaf and Ohio state school for the blind, interpreters, and authorized passengers as provided within rule [3301-83-17](#) of the Administrative Code, after pre-trip procedures are conducted for each trip, including confirming communication capability to ensure the driver has the



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ability to communicate with passengers. The deaf driver's ability to communicate may be satisfied by transporting groups of students and employees that can communicate using both speech and sign language or a group that includes a sighted individual that can communicate using speech and sign language.

(7) Shall complete preservice training requirements as follows:

(a) Shall complete a four- hour minimum Ohio preservice driver curriculum or other course only as approved in advance by the pupil transportation office of the department.

(b) Shall complete a driving performance evaluation and review by a certified on-the-bus-instructor, or by a superintendent's designee.

(c) Submit evidence of training to the department.

(d) Have a certificate of acknowledgement of van driver training as issued by the department.

(e) A current school bus driver certificate shall be considered satisfactory in fulfilling these requirements.

(8) Shall complete a two- hour minimum of annual inservice training as approved by the school district transportation department. Failure to complete the annual inservice training may result in the revocation of an individual's certificate.

(9) Holding an annual driver certification issued by the owner of the vehicle.

Authorized By: [3301.07](#), [4511.76](#)

Amplifies: [3327.10](#), [4511.76](#)

Five Year Review Date: 3/26/2025

Prior Effective Dates: 10/22/1984, 7/1/1991, 10/5/1998, 11/13/2001, 2/25/2007, 8/1/2007, 5/23/2008, 7/1/2012

Acknowledged: November 18, 2021



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Appendix 2.1310-B Bus Inspections

3301-83-11 School bus inspections.

(A) Ohio state highway patrol safety inspection

The school bus owner, operator, lessee, or designee shall be responsible for presenting all school buses for the annual Ohio state highway patrol safety inspection and will be responsible for the pre-inspection, repair and preparation of each school bus.

(B) Daily inspection of the school bus

It is the responsibility of each school bus driver to complete and document a daily pre-trip inspection of the school bus before transporting students. The school bus owner, operator, lessee, or designee may designate another qualified individual to complete and record portions of the stationary inspection in lieu of the school bus driver. Any defects shall be reported in writing to the school bus owner or designee. It is the responsibility of the school bus owner to provide each driver with all inspection forms for reporting purposes, which include the following:

(1) Stationary inspection

(a) Pre-starting inspection:

Raise the hood and visually check the safety latch or hinges, then check oil and water - check belts, hoses and wiring for frayed, cracked and/or deteriorated conditions.

(b) Walk around inspection:

Place the transmission in neutral and set the parking brake. Start the engine and check the following:

(i) Tires: underinflated, flat, evidence of oil on wheels and tires, excessive wear (tread depth) or damaged.

(ii) Wheels: loose or missing nuts, excessive corrosion, cracks or other damage, and sanders if installed, and splash guards.

(iii) Battery compartment (secure and no loose connections).

(iv) Observe the bus for evidence of oil, fuel, or coolant leaks and vandalism.

(v) All school bus windows should be clean.



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(vi) All outside mirrors: clean, mounted securely and not cracked or broken.

(vii) Warning systems: headlights (high/low beam), brake lights, backup lights and alarm, clearance and marker lights, all signals and signs, reflectors, turn signals, stop lights and warning flashers clean and working properly.

(viii) Exhaust system: visually check for sagging exhaust pipes, short and leaky tailpipes and defective mufflers.

(ix) Suspension system: visually check for damage.

(x) Visually inspect brake system secure - no damage.

(xi) Visually inspect drive shaft secure - no damage.

(xii) Visually inspect frame of bus - check for cracks.

(xiii) Fuel tank secure - visually inspect for leaks, and fuel cage securement - no damage.

(xiv) Fluid leaks: evidence of puddle(s).

(xv) Exits: check service and emergency doors for ease of operation.

(xvi) Check wheelchair lift operation, (if installed).

(c) Inside safety check:

(i) Check service door steps and handrail.

(ii) Check driver's seat and seat belt adjustments.

(iii) With the engine running check or inspect the following instruments and controls:

(a) Warning lights, if installed:

(i) Oil pressure warning light.

(ii) Service brake warning light.

(iii) Alternator warning light.

(iv) Ampmeter and/or voltmeter.

(v) Water temperature gauge or warning light.

(b) Indicator lights.



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- (i) Amber warning light.
- (ii) Red warning light.
- (iii) Red over-ride switch.
- (iv) Indicator lights.
- (v) Head light high beam.
- (vi) Panel lights.
- (vii) Left and right turn signal indicators.
- (viii) Hazard indicators.
- (ix) Strobe indicator light.
- (c) Horn.
- (d) Mirrors properly adjusted, sunshade mounted and not broken.
- (e) Wipers and washer fluid.
- (f) Heaters, fans and defrosters (all speeds).
- (g) Dome lights.
- (h) Brake system for leaks
 - (i) Storage tanks - 2 psi, one minute.
 - (ii) Service brake - 3 psi, one minute.
 - (iii) Low air pressure light and buzzer - 60 psi.
 - (iv) Emergency brake - 20-40 psi.
 - (v) Hydraulic - pump three times hold five seconds.
- (i) Air pressure guage or hydraulic brake warning lights.
- (j) Oil pressure guage.
- (k) Check passenger seats, frames, emergency exits, windows, and adaptive equipment required for the transportation of pre-school and special needs students.



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(1) Check emergency equipment: fusees (if equipped), fuses, first-aid kit, fire extinguisher and emergency reflectors.

(2) Operation inspection

A planned road pre-check when driving between storage and first pupil pickup enables the driver to evaluate the steering, suspension, clutch, transmission, driveline, engine and brakes. The following items shall be checked and, if found in need of repair, a written report shall be submitted to the school bus owner or designee:

(a) Parking brake: check by slowly engaging the drive train while the parking brake is on. (In air brake systems, the parking brake will remain applied if there is a partial or complete air pressure loss in the service brakes.)

(b) Service brakes: test at low speeds and bring the bus to a complete stop. The bus should stop in a straight line without skidding, swerving or pulling to one side.

(c) Steering: check for any unusual handling characteristics.

(d) Transmission operation: an automatic transmission should not slip and a manual transmission should allow for easy and smooth gear changes throughout the entire shifting range.

(e) Clutch: the clutch should engage easily and smoothly without jerking, slipping excessively or "chattering." A properly adjusted clutch should have some "free play" when the pedal is fully released.

(f) Engine: listen for unusual engine noises.

(g) Suspension: check for any unusual ride or handling characteristics.

(3) Post trip check:

At the conclusion of each route or trip:

(a) The driver shall ensure all passengers have left the bus by visually inspecting each seat position.

(b) The driver shall clean the bus and remove all loose belongings.

Authorized By: 3301.07, 4511.76

Amplifies: 3327.01, 4511.76

Five Year Review Date: 3/26/2025

Prior Effective Dates: 10/22/1984, 7/1/1991, 10/5/1998, 11/13/2001, 10/1/2004

Acknowledged: November 18, 2021



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Appendix 2.1310-C

Field Trip Permit

From time to time school buses are used for non-routine student transportation. Non-routine student transportation is defined as transportation of passengers for purposes other than regularly scheduled routes to and from school. School buses may be used for non-routine trips only when such trips will not interfere with routine transportation services.

Prior to the use of any bus for non-routine student transportation, the bus driver shall obtain a completed permit from the school bus owner or the School Principal or his/her designee.

Date of Trip: _____

Destination: _____

Purpose of Trip: _____

Name of School: _____

Driver Name: _____

Bus Registration Number/ Vehicle License Number: _____

Total Miles of Trip (Approximate): _____

Designated Stops: _____

Written Directions for Destination: _____

Please attach a route map if one has been provided to you.

Issuer's Signature

Date of Issue

Print Issuer's Name

Acknowledged: November 18, 2021



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Appendix 2.1310-D

Pre-Trip Safety Training Verification

Vehicle No.: _____ Date of Trip: _____

Destination: _____

Group Transported: _____

Driver Name: _____

Number of Students: _____ Number of Advisor/Teacher/Chaperone(s): _____

Advisor/Teacher/Chaperone(s) Names: _____

Emergency Contact Phone Number: _____

Emergency Evacuation Instruction Provided (yes or no): _____

Pre-Trip Safety Instruction Provided (yes or no): _____

Acknowledged: November 18, 2021



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Appendix 2.1320-A Animal Request and Verification Form

School Name: _____

Requester Information:

Date of Request: _____

Requester Name: _____

Requester Relationship to Animal: _____

Animal Name (if any): _____

Animal Registration Number (if any): _____

Registration Entity (if applicable): _____

*****Note that a copy of all registration materials, vaccination records, and proof of insurance may be required prior to allowing the animal on School property*****

Requester Certification: I, _____ (insert name), affirm the following to be true and accurate:

1. I am the owner of the Animal as indicated on the Animal's identification tag, and have owned the animal for at least two months;
2. I am responsible or have made arrangements for the humane care of the Animal, including when school is not in session;
3. The Animal is not venomous or vicious, is up-to-date on all vaccinations and shots, and has no history of biting;
4. The Animal is spayed or neutered, reasonably cleaned and groomed, and free from all parasites;
5. The Animal is reasonably trained to follow basic requests, and will remain leashed or caged in common areas of the School; and
6. I assume all responsibility, and will indemnify, defend, and hold harmless the School, its Directors, officers, and employees, for any personal or property damage or losses or injuries caused by the Animal, and I am reasonably insured to do so.

Signature of Requester: _____

Date: _____

Principal Determination

The Animal referenced herein (check one): will be will ***not*** be permitted on School property.

The Principal deserves the right to revoke this authorization at any time for any reason.



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Appendix 2.2040.4-A

Assessment and Academic Prevention/Intervention Services Procedures

- A. Procedures for Using Diagnostic Assessments to Measure Student Progress in Accordance with Academic Standards

[Insert School's Procedures]

- B. Plan for the Design of Classroom-Based Intervention Services to Meet the Instructional Needs of Individual Students as Determined by the Results of the Diagnostic Assessments

[Insert School's Plan]

- C. Procedures for the Regular Collection of Student Performance Data

[Insert School's Procedures]

- D. Procedures for Using Student Performance Data to Evaluate the Effectiveness of Intervention Services and, If Necessary, to Modify those Services

[Insert School's Procedures]



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Appendix 2.2040.8-A

Guidelines for Participation in Ohio's Alternate Assessment

Federal regulations (the *Every Student Succeeds Act* and the *Individuals with Disabilities Education Act (IDEA 2004)*), as well as Ohio Revised Code 3301.0711 (which incorporates Section 504 of the Rehabilitation Act), stipulate that all students, including those with disabilities, must participate in state and school required assessments. In Ohio, the following three options exist for meeting this requirement:

- 1) participation in the "regular" statewide assessment without accommodations;
- 2) participation in the "regular" statewide assessment with accommodations; or
- 3) participation in a state-approved alternate assessment.

The Alternative Assessment for Students with Significant Cognitive Disabilities (AASCD) is one of the three forms of statewide assessment. The AASCD is appropriate only for students with the most significant cognitive disabilities. At least annually, each student's IEP team must convene and determine how a student with disabilities will participate in state- and district-wide assessments. If the IEP team determines that the AASCD is appropriate for a student, that student will participate in the AASCD in all subject areas. Participation in the AASCD is not based on factors such as disability category, instructional setting, school attendance or expected poor performance on general assessments.

The IEP team should document test-taking status in the appropriate sections of the student's IEP, and pertinent status codes should be recorded through the Education Management Information System (EMIS).

The decision-making framework used to determine student participation in an assessment relies on the following basic assumptions: (1) The vast majority of students with disabilities should be able to participate in the general state assessment with appropriate accommodations, if needed; (2) A small number of students should participate in the AASCD.

A student is eligible to participate in the AASCD if:

- 1) The student has a significant cognitive disability;
- 2) The student requires extensive direct, individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum; and
- 3) The student's learning content is linked to (derived from) Ohio's Learning Standards-Extended (OLS-E).

Source: Ohio Department of Education, 2018



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Appendix 2.2110-A



- PUBLIC SCHOOL STUDENTS MUST NOTIFY THEIR HIGH SCHOOL OF THEIR INTENT TO PARTICIPATE IN THE COLLEGE CREDIT PLUS PROGRAM BY APRIL 1.
- YOU MAY, AT YOUR DISCRETION USE THIS FORM TO NOTIFY. YOU MAY SUBMIT YOUR NOTIFICATION AT ANY TIME FROM FEBRUARY 15 TO APRIL 1.

Letter of Intent to Participate in College Credit Plus

PLEASE PRINT

Date _____
AFTER APRIL 1, YOU WILL NEED PERMISSION FROM THE SCHOOL PRINCIPAL TO PARTICIPATE.

Student Name _____

Parent/Guardian Name _____

Home Address _____

PLEASE INDICATE PREFERRED METHOD OF CONTACT:

Parent Phone Number (Day) _____ (Evening) _____

Parent Email Address _____

Student Contact Info _____

School _____ 2016-2017 Grade _____

I would like to declare my intent to participate in College Credit Plus. I understand that signing this form does not obligate me to participate during the coming school year and I may decide not to participate without consequence.

I also understand that it is my responsibility to notify my school when I gain admission to my selected institution of higher education and that I will be told how many college semester hours I am eligible to take during the coming school year, including summer term. I also understand that it is my responsibility to notify my school if I am not going to participate in College Credit Plus for any reason.

In addition, I certify that I have received counseling about the College Credit Plus program concerning the rules and regulations for both my school and the college, and that I understand my responsibilities, the benefits and possible risks of participating in College Credit Plus.

Student Signature _____

Parent Signature _____



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Appendix 2.2110-B



Information Sheet

What is College Credit Plus?

College Credit Plus is a program that provides students in grades 7-12 the opportunity to enroll in both high school and college courses at the same time. In order to participate students must qualify academically.

Students interested in participation should attend the School's annual College Credit Plus informational session. Please inquire with the School regarding the specific date of this year's informational session.

What is Required for a Student to Participate?

Students must submit a written notice of their intent to participate in the upcoming academic year by April 1, in accordance with section 3365.03 of the Revised Code, but may submit the written notice of intent to participate as early as February 15. Students desiring to participate in college credit plus in the summer are strongly encouraged to submit letters of intent and begin the admission process starting in February and prior to the April 1 notice of intent deadline in order to improve chances of meeting summer registration timelines.

Students are required to attend a counseling session with the School prior to participation in order ensure that students and parents are fully aware of the possible consequences and benefits of participation.

What are a Student's Participation Options?

The School may offer college level courses through the Program on the School's campus. **If the School has opted to provide courses in this manner, a list of these scheduled courses will be attached to this handout.** This list of courses is subject to change depending on student interests and staff availability. Students should also review the course catalog of a postsecondary institution for the full listing of course offerings by the institution.

College courses may be offered through the program on the campus of a participating postsecondary institution, online, or at the School. Students may participate through any combination of these types of courses. Students may be concurrently enrolled in multiple postsecondary institutions through the Program and may take college courses from more than one postsecondary institution concurrently.

What are a Student's Responsibilities if He/ She Changes Schools?

It is the responsibility of the Student to notify the institution of higher education and the Student's prior and new secondary school of a transfer.

For additional information regarding the College Credit Plus Program, Students and Parents should go to: <https://www.ohiohighered.org/ccp/faqs>.



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CollegeCredit PLUS

Why wait for your future?

With College Credit Plus, you can earn college and high school credits at the same time...

And if you take courses from a public college, it's free!

Ohio's new College Credit Plus can help you earn college and high school credits at the same time by taking college courses from colleges and/or universities. The purpose of this program is to promote rigorous academic pursuits and to provide a wide variety of options to college-ready students. Taking a College Credit Plus course from a public college or university is free, which means no cost for tuition, books, or fees. If you choose to attend a private college or university, you may have limited costs.

Your high school may have an agreement with a local college for specific courses; however, you can choose to take College Credit Plus courses that would benefit your future from any college. This includes online courses.



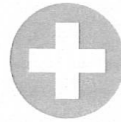
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Can I Participate?

If you are a student in grades 7-12 you can apply for College Credit Plus admission to a public or participating private college. The college will admit you based on your college-readiness in one or more subject areas. Your school counselor can help you understand your options, deadlines, and how to proceed. You may not participate in the College Credit Plus program beyond your anticipated high school graduation date.



How Can College Credit Plus Benefit Me?

College Credit Plus provides more options for you to pursue rigorous academic coursework beyond the high school classroom. Under College Credit Plus, you can complete your freshman year of college or more, or explore college content that interests you. Earning college credits while you're in high school can reduce your time and costs of attending college after high school.



Does College Credit Plus Differ from the Previous PSEO Program?

College Credit Plus is a student-directed program. Students and their families can explore courses offered at all Ohio public colleges and participating private colleges for possible participation in College Credit Plus. Unlike PSEO, College Credit Plus is open to students beginning in the seventh grade and districts are not permitted to restrict an otherwise qualified student's participation in any way.



How Do College Courses Earn Me High School Credit?

College Credit Plus allows high school students to earn college credit and apply that credit toward their high school graduation requirements. Successful completion of a three or more credit-hour college course will result in 1.0 Carnegie unit* earned at the high school. A two credit-hour college course will earn students 2/3 of a high school credit and a one credit-hour college course will convert to 1/3 of a high school credit.



How Are High School Graduation Requirements Affected?

High school graduation requirements will not be waived as a result of participation in College Credit Plus. You will not receive a diploma until after the course is successfully completed and the graduation requirement is met. However, you may participate in the graduation ceremony if proof is presented that you are progressing satisfactorily one week prior to graduation.



College Credit Plus (CCP) does not replace the requirements to earn a high school diploma. This includes earning 18 points or more on the graduation tests. Even if you are enrolled in college courses, you must take the end-of-course exams in English I, English II, Algebra I and Geometry. You do not have to take the end-of-course exams in Physical Science, American Government, and American History if you are enrolled in College Credit Plus courses that substitute. A CCP student's end-of-course grades in Physical Science, American Government, and American History will correspond with a point scale used for graduation requirements.



Where Can I Take College Classes?

Some college courses under College Credit Plus may be offered at your high school. You may also travel to the college where you have been admitted or enroll in one or more online courses offered by that college.

* Or comparable credit pursuant to the School's credit policy



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My High School Has a Formal Arrangement With a Local College to Offer College Credit Plus. Are Those the Only Courses I Can Take?

No. After you are admitted to a college, you can take any courses offered by that college that you are college-ready to take. Also, each Ohio high school has developed two sample pathways – one leading to 15 credits and another to 30 credits. These should be included in your high school's course offerings. However, students have no obligation to take courses identified on a pathway or to complete a pathway. Students can take courses offered in person or online by any public or participating private college in Ohio.



Will College Credit Plus Grades Appear on My High School Transcript?

Yes. High school credit awarded for courses successfully completed under College Credit Plus will satisfy or exceed the graduation requirements and subject area requirements of the school district. Courses successfully completed under College Credit Plus must be listed by course title on the high school transcript. All College Credit Plus courses will be computed into the GPA using the same scale as Advanced Placement and International Baccalaureate courses in your district.



How Does College Credit Plus Impact Athletic Eligibility?

If you are a student athlete, you must remain eligible in accordance with the Ohio High School Athletic Association (OHSAA) bylaws. To be athletically eligible, students must be passing five, one credit courses or the equivalent per grading period with the high school and college courses combined. Most College Credit Plus courses taken during a semester will equal one Carnegie unit,* allowing students to earn more than the required five for athletic eligibility. Please check with your counselor to ensure that the course work you are taking is compliant the OHSAA.



What Are My Academic and Social Responsibilities?

You will be expected to follow the rules and regulations set by the college/university. You will also be expected to follow the rules and regulations set for high school students detailed in the student handbook. Once enrolled, you are eligible to receive advising from campus-based support services of that institution. Additionally, you will continue to have access to your school counselor and all other resources available to high school students. Participation in College Credit Plus does not guarantee you admission to college after high school. You should follow the regular undergraduate application process for whatever college you plan to attend after high school.



What Courses Are Available through College Credit Plus?

Once you are admitted to a college for College Credit Plus, you may take any course in the college's course catalogue that is not remedial or religious, and that applies toward a degree or professional certificate, in a subject area in which you are college-ready.



Who Pays for College Admission, Textbooks, Fees, and Transportation?

Students attending a public college will not be charged for tuition, books, or fees. Students attending a private college may be charged based on the particular private college and where the course is delivered, in accordance with law. Although the amount students can be charged may vary, in 2014 the maximum would have been up to \$153 per credit hour. Responsibility for transportation rests with the student. Students who qualify for the free and reduced lunch program may not have to pay any fees to a private college. Please talk with your counselor for details.



* Or comparable credit pursuant to the School's credit policy



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What If I Fail a Class?

Classes failed or withdrawn with an "F" will receive an "F" on the high school and college transcripts and will be computed into the high school and college GPA. If you do not receive a passing grade, the district may, in some instances, seek reimbursement for the amount of state funds paid to the college on your behalf for that college course. The school district may withhold grades and credits received for high school courses taken until reimbursement has been made.



Does College Credit Transfer After Graduation?

Thanks to Ohio's Transfer to Degree Guarantee, many entry-level courses earned at an Ohio public college are guaranteed to transfer to any other Ohio public college. Credits earned at private colleges, or those that you want to transfer to an out-of-state institution, will be evaluated on a case-by-case basis by the institution you are seeking to attend. Go to [HTTPS://TRANSFERCREDIT.OHIO.GOV](https://transfercredit.ohio.gov) to learn more about credit transfer among the state's public institutions of higher education. This tool allows you to find the best pathways to degree completion and launch successful careers! Earning college credit will not affect applications for financial aid/scholarships limited to entering freshmen.



Are Private School and Homeschool Students Eligible for College Credit Plus?

Yes. College Credit Plus is an opportunity available to all 7-12 grade students who are accepted into the program by a college or university within Ohio. The program operates in much the same way regardless of what high school a student attends. However, students attending a private high school and homeschool students must apply to the department of education to receive funding to underwrite their costs. *PLEASE CHECK [HTTPS://OHIOHIGHERED.ORG/CCP](https://ohiohighered.org/ccp) FOR INFORMATION, FORMS AND UPDATES.*

I Am Ready to Sign Up. What Are the Next Steps?

- Talk with your school counselor. Discuss your interest in taking college courses and how it fits in with your overall academic plan and career goals.
- Prior to **March 1**¹, your district will provide information about the College Credit Plus program to all students in grades 7-12. An informational session will be held by **March 30**² and all colleges and universities within a 30-mile radius will be invited to attend. If you cannot attend, schedule an appointment with your school counselor.
- By **April 1**, notify your school counselor if you intend to participate in College Credit Plus next year. After April 1, you will need permission from the school district superintendent to participate.
- You and your family should contact colleges for information, application forms, and criteria for acceptance into College Credit Plus. Some materials are available from your high school counselor and at the college's website. You must go through the procedures established by the colleges/universities to apply to College Credit Plus and to enroll in the course(s). You may have to take a college placement test to make sure you are college-ready. A map showing all Ohio public colleges can be found here: <https://ohiohighered.org/campuses>. Ohio private colleges can be found here: <http://aicuo.edu/aboutOhioColleges.html>
- Prior to college class attendance, your high school counselor will assist you in determining a course's equivalency to a high school course(s).
- Register for classes and provide a copy of your schedule to your high school counselor for review.

¹ Beginning with the 2016-2017 school year, notice will be provide prior to February 1

² Beginning with the 2016-2017 school year, informational sessions will be held between October 1 and February 15



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[School Letterhead]

Appendix 2.2110-C

_____ (Date)

[NAME OF REGISTRAR]

[NAME OF COLLEGE/ UNIVERSITY]

[STREET ADDRESS]

[CITY, STATE ZIP CODE]

RE: Annual Informational Session to Address College Credit Plus

Dear Sir or Madam:

Pursuant to Ohio Revised Code Chapter 3365, _____ (the "School") invites you, a partnering college that is located within thirty miles of the School, to participate in a College Credit Plus Informational Session in order to meet with interested students and parents.

The College Credit Plus Informational Session will be held on:

_____ (DATE)*

_____ (LOCATION)

All colleges and universities participating in an informational session should be prepared to discuss the benefits and consequences of participating in the College Credit Plus program. We also ask that participants be prepared to provide information to students and parents regarding admissions standards, application procedures, and course registration requirements and deadlines for your institution.

If your institution is interested in participating, **please RSVP in writing by** _____ **(RSVP Date) to** _____ **(Name) at** _____ **(Email Address)** so that we can properly prepare the space. Should you have any additional questions, please do not hesitate to contact me.

Sincerely,

_____ (Name)

_____ (Title)

***BEGINNING WITH THE 2016-2017 SCHOOL YEAR, ANNUAL INFORMATIONAL SESSIONS SHALL BE HELD BETWEEN OCTOBER 1 AND FEBRUARY 15 PURSUANT TO O.A.C. 3333-1-65.1.**



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Appendix 2.1110-D

**UNIVERSITY'S
INSTRUCTIONS TO
SUBMIT THIS
FORM.
PERMISSION SLIP**



This permission slip must be completed and signed by the student and his or her parent or guardian in order for the student to enroll in college courses under the College Credit Plus program.

A student eligible to participate in College Credit Plus and admitted to a college or university will enroll in actual college courses, which *may* include "mature subject matter" as defined in Ohio Revised Code 3365.035.

PLEASE TYPE OR PRINT:

We _____ (Student Name) and _____ (Parent Name) hereby understand that by enrolling in College Credit Plus courses:

- Content *may* include mature subject matter that will not be modified based upon College Credit Plus enrollee participation regardless of where course instruction occurs; and
- State law requires this signed form be submitted in the student's application to the college or university following that college or university's instructions for submission of application materials.

The signatures below indicate permission is granted to participate in College Credit Plus. It is the parent's or guardian's responsibility to be aware of and monitor the student's enrollment based on information provided by the college.

Student Information – **PLEASE TYPE OR PRINT:**

Student Name: _____

Email Address: _____

Phone Number: _____

Name of High School (or homeschooled): _____

Parent Information – **PLEASE TYPE OR PRINT:**

Parent Name: _____

Email Address: _____

Phone Number: _____

Student Signature: _____

Date: _____



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Parent Signature: _____

Date:

RETURN THIS COMPLETED FORM TO THE COLLEGE OR UNIVERSITY TO WHICH THE STUDENT IS APPLYING. FOLLOW THE COLLEGE OR UNIVERSITY'S INSTRUCTIONS TO SUBMIT THIS FORM.



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Appendix 2.2130-A What It Takes to Earn an Ohio High School Diploma

Ohio law outlines the course requirements all students must complete to earn a diploma. Ohio students must earn a minimum of 20 course units in specific subject areas.

Complete Courses

Take and earn a state minimum of 20 credits in specific subjects.

Courses	Required Credits
English language arts	4 credits
Health	½ credit
Mathematics	4 credits ¹
Physical education	½ credit ²
Science	3 credits ³
Social studies	3 credits ⁴
Electives	5 credits ⁵

Other Requirements

Students must receive instruction in economics⁶ and financial literacy⁶ (in high school) and complete at least two semesters of fine arts⁵ (during grades 7-12).

1 Mathematics – Students must earn 4 mathematics units, which must include one unit of algebra II or the equivalent of algebra II. Exceptions: Algebra II or advanced computer science is not a requirement for students following a career-technical pathway. However, students still must have four units in mathematics. A student may choose to apply one unit of advanced computer science to satisfy one unit of algebra II/math III or equivalent. Districts also may use credit in a computer science course approved by the Department to satisfy a student’s mathematics credit.

Notes: Curriculum Choice expired with the class of 2019 and is no longer an available option for students. Postsecondary institutions may require algebra II, or its equivalent, for college admission.

2 Physical education – School districts may adopt policies that would exempt students who participate in interscholastic athletics, marching band or cheerleading for two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years from the physical education requirement. Starting with the 2019-2020 school year, districts may include show choir as a permissible activity as part of the PE Waiver policy. Students satisfying the physical education waiver must take another course of study of at least 60 hours of instruction (1/2 unit).

3 Science – Science units must include one unit of physical sciences, one unit of life sciences and one unit of advanced study in one or more of the following sciences: chemistry, physics or other physical science; advanced biology or other life science; astronomy, physical geology or other earth or space science. A student can choose to apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life sciences).

4 Social studies – Students must include ½ unit of American history, ½ unit of American government, and ½ unit in world history and civilizations (for students in the classes of 2021 and beyond) in the three required social studies units.

5 Elective credits – Elective units must include one or any combination of world language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.



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Note: While not a state requirement for graduation, many four-year colleges and universities require a minimum of two years of sequential world language study at the secondary level as a college admissions requirement. This is the case for many in-state and out-of-state colleges and universities.

6 Financial Literacy – Ohio law requires students to receive instruction in financial literacy as part of the high school graduation requirements. However, it is up to local districts to determine how to best meet the needs of their students. For example, the financial literacy content may be incorporated into another course, or some districts may require students to take a standalone financial literacy course for a half credit that can meet either a graduation requirement for social studies or an elective.

Earning an Ohio High School Diploma for the Classes of 2021 and 2022

To earn a high school diploma in Ohio, students entering ninth grade between July 1, 2017 and June 30, 2019 must complete the 20 course unit requirements and then choose a pathway to show they are ready for college or a job. In addition to completing the 20 course unit requirements, students must also meet one of the following options;

Option One:

Satisfy one of the three original pathways to graduation that were in place when the student entered high school. The pathways include:

- a. Ohio's State Tests - Earn at least 18 points on seven end-of-course state tests. Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies.
- b. Industry credential and workforce readiness - Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test.
- c. College and career readiness tests - Earn remediation-free scores in mathematics and English language arts on either the ACT or SAT.

Option Two:

Satisfy the new graduation requirements for the classes of 2023 and beyond by:

- a. Demonstrating Competency - Students will demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, which include College Credit Plus, career-focused activities or military enlistment.
- b. Demonstrating Readiness - Students will demonstrate readiness for their post-high school paths by earning two seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, as well as develop key social and emotional competencies and leadership and reasoning skills.

Earning an Ohio High School Diploma for the Classes of 2023 and beyond.

To earn a high school diploma in Ohio, students entering ninth grade on or after July 1, 2019 must complete the 20 course unit requirements and then meet one of the criteria identified below;

- a. Earn a passing score on Ohio's high school Algebra I and English II tests.



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- b. Demonstrate Two Career-Focused Activities* :
 - i. Foundational:
 - 1. Proficient scores on WebXams
 - 2. A 12-point industry credential
 - 3. A pre-apprenticeship or acceptance into an approved apprenticeship program
 - ii. Supporting:
 - 1. Work-based learning
 - 2. Earn the required score on WorkKeys
 - 3. Earn the OhioMeansJobs Readiness Seal
- *At least one of the two must be a foundational skill
- c. Complete College Coursework
 - i. Earn credit for one college-level math and/ or college-level English course through Ohio's College Credit Plus program.
- d. Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

In addition, students will need to earn two of the following diploma seals, choosing those that line up with the student's goals and interests. These seals give students the chance to demonstrate academic, technical and professional skills and knowledge that align to the next steps after high school.

At least one of the two must be an Ohio-designed Seal:

OhioMeansJobs Readiness Seal (Ohio)	Industry-Recognized Credential Seal (Ohio)
College-Ready Seal (Ohio)	Military Enlistment Seal (Ohio)
Citizenship Seal (Ohio)	Science Seal (Ohio)
Honors Diploma Seal (Ohio)	Seal of Biliteracy (Ohio)
Technology Seal (Ohio)	Community Service Seal (Local)
Fine and Performing Arts Seal (Local)	Student Engagement Seal (Local)

I. Graduation Tests Requirements.

For Students Required to Pass End-of-Course Exams Who Entered Ninth Grade for the First Time Prior to July 1, 2019:

- A) Students must take seven end-of-course State Tests
- B) For each of the seven end-of-course tests, a student must earn a minimum of 18 out of a maximum total of 35 possible points towards graduation overall from all tests. Students are scored between one and five points per test.

Students taking Advanced Placement or International Baccalaureate courses in American history or American government may take tests specially designed for these courses instead of the state end-of-course test to avoid double testing. Similarly, students taking College Credit Plus courses in these subjects will use their course grade, not end-of course test points, to determine their points earned towards graduation.



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For Students Required to Pass End-of-Course Exams Who Entered Ninth Grade for the First Time on or after July 1, 2019:

A) Students must take five end-of-course State Tests (or six if required by the Ohio Department of Education).

B) Only passage of the end-of-course tests for English language arts II and Algebra I shall be required for graduation. The school shall offer remedial support to any student who fails to attain a competency score on one or both of the Algebra I and English language arts II end-of-course examinations. Following the first administration of the exam, if a student fails to attain a competency score on one or both of the Algebra I and English language arts II end-of-course examinations that student must retake the respective examination at least once.

II. Alternative Way to Meet the Testing Requirements.

For Students Who Need to Pass the Ohio Graduation Tests (OGT):

Current law requires students who first enrolled in grade 9 before July 1, 2014, to take and pass the Ohio Graduation Tests (OGT) to earn a high school diploma. A student may meet the testing requirements for passing all five Ohio Graduation Tests if he/she meets ALL of the following criteria:

- Passes 4 of the 5 tests and has missed passing the 5th test by no more than 10 points;
- Has a 97% attendance rate, excluding any excuses absences, through all four years of high school and must not have had an expulsion in high school;
- Has at least a grade point average of 2.5 out of 4.0 in the courses of the subject area not yet passed;
- Has completed the high school curriculum requirements;
- Has participated in any intervention programs offered by the school and must have had a 97% attendance rate in any programs offered outside the normal school day; and
- Has letters recommending graduation from the high school principal and from each high school teacher in the subject area not yet passed.

To provide flexibility for individuals who need to complete OGT requirements, the OGT will be administered as an online test beginning with the 2018-2019 school year until its final administration in July of 2022. Testers without approved accommodations have up to two and one-half hours to take each subject of the OGT.

For Students Required to Pass End-of-Course Exams Who Entered Ninth Grade for the First Time Prior to July 1, 2019:

A student shall satisfy at least one of the following conditions in order to qualify for a high school diploma:

- Earn a remediation-free score in English, mathematics, and reading on the ACT or SAT;
- Attain a score that demonstrates workforce readiness and employability WorkKeys assessment;



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- Satisfy all diploma conditions required for students entering ninth grade for the first time on or after July 1, 2019.

For Students Required to Pass End-of-Course Exams Who Entered Ninth Grade for the First Time Prior to July 1, 2019:

A student shall satisfy at least one of the following conditions in order to qualify for a high school diploma:

- Demonstrate competency in the failed subject area (ELA II or Algebra I) through one of the following options:
 - a. Earn course credit in the failed subject area through the College Credit Plus program;
 - b. Provide evidence that the student has enlisted in a branch of the armed services of the United States.
 - c. Complete two of the following options, one of which must be foundational:
 1. Foundational options to demonstrate competency:
 - Earn a score of proficient or higher on three or more state technical assessments in a single career pathway;
 - Obtain an industry-recognized credential;
 - Complete a pre-apprenticeship or apprenticeship in the student's chosen career field; or
 - Provide evidence of acceptance into an apprenticeship program after high school that is restricted to participants eighteen years of age or older;
 2. Supporting options to demonstrate competency:
 - Complete two hundred fifty hours of a work-based learning experience with evidence of positive evaluations;
 - Obtain an OhioMeansJobs-readiness seal; or
 - Attain a workforce readiness score, as determined by the department of education, on the nationally recognized job skills assessment selected by the state board.

For any students receiving special education and related services, the individualized education program developed for the student under that chapter shall specify the manner in which the student will participate in the assessments administered above.

III. Diploma Seal Requirements for Students Entering Ninth Grade for the First Time on or after July 1, 2019.

Earn at least two of the state diploma seals, at least one (1) of which shall be a State-designed seal:

- a. Local-designed Seal:
 - i. A community service seal;



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- ii. A student engagement seal;
 - iii. Fine and Performing Arts seal.
- b. State-designed Seal:
- i. Biliteracy seal;
 - ii. OhioMeansJobs-readiness seal;
 - iii. One of the following seals:
 - An industry-recognized credential seal;
 - A college-ready seal;
 - A military enlistment seal;
 - A citizenship seal;
 - A science seal;
 - An honors diploma seal; or
 - A technology seal.



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Appendix 2.2130-B

Parental Notification of Ohio Core Curriculum Requirements

Dear Parent:

Pursuant to R.C. 3313.6014, this letter is to notify you of the curriculum requirements that your child must complete in order to earn a high school diploma.

English Language Arts	4 Credits
Health	½ Credit
Mathematics	4 Credits
Physical Education	½ Credit
Science	3 Credits
Social Studies	3 Credits
Elective Courses	5 Credits

The School has numerous resources available to assist your child in progressing towards these requirements, including offering additional instructional and support services as needed. However, your child's failure to complete curriculum requirements may result in your child's ineligibility to enroll in most Ohio state universities without additional coursework.

Graduating and earning a high school diploma is important to your child's future. Please know that the School hopes for the success of each of its students throughout the process of earning a diploma. Should you have any questions or concerns, or would like additional details regarding the specific course components of each credit requirement, please do not hesitate to contact me.

Sincerely,

Principal



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Appendix 2.2130-C

OhioMeansJobs Readiness Seal

Beginning with the graduating class of 2018, students who demonstrate certain professional skills and personal characteristics may earn an OhioMeansJobs Readiness Seal (“Seal”) printed on the student’s high school transcript and/or diploma.

Students may begin earning the Seal during the ninth (9th) grade and may cite experiences they had at any point during their time in high school. All skills must be monitored in at least two (2) of the following professional settings: (a) work, (b) school, or (c) community. All experiences must be validated by at least three (3) experienced mentors who worked with and supervised the student perform or achieve the qualifying skill in at least one of the three professional settings. The Principal or his/her designee shall be responsible for implementing the process to earn a Seal.

Professional skills eligible for recognition of the OhioMeansJobs Readiness Seal include:

Professional Skill	Demonstrable Characteristics
Career Management	The student self-advocates and articulates strengths, knowledge and experiences relevant.
Creativity/Innovation	The student is original and inventive, and communicates new ideas to others by drawing on knowledge from different fields to find solutions.
Critical Thinking/Problem Solving	The student exercises strong decision-making skills, analyzes issues effectively, and thinks creatively to overcome problems.
Digital Technology	The student has an understanding of emerging technology and leverages technology to solve problems, complete tasks and accomplish goals.
Discipline	The student abides by guidelines, stays on task and demonstrates self-control.
Drug-Free	The student commits to be drug free.
Global/Intercultural Fluency	The student values, respects and learns from diverse groups of people.
Leadership	The student leverages the strength of others to achieve goals, coaches and motivates peers, and can prioritize and delegate work.
Learning Agility	The student desires to continuously learn new information and skills.
Oral and Written Communications	The student articulates thoughts and ideas clearly and effectively orally and in writing.
Professionalism	The student demonstrates honesty, dresses and acts appropriately and responsibly, and learns from his or her mistakes.
Punctuality	The student arrives to commitments on time and ready to contribute.
Reliability	The student has integrity and responsibility in professional



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	settings.
Teamwork/Collaboration	The student builds collaborative relationships with others and can work as part of a team.
Work Ethic	The student has effective work habits, personal accountability and determination to succeed.



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Appendix 2.2130-D

Community Service Seal

Students who perform a high-quality community service project or complete 80 hours of community service through volunteer opportunities may earn a Community Service Seal (“Seal”) printed on the student’s high school transcript and/or diploma. *

Students may begin earning the Seal during the ninth (9th) grade and use experiences they had at any point during their time in high school. All projects or community service hours must be validated by documented hours, with supporting documentation, and supervisor verification and /or an evaluation completed by a supervisor who worked with and supervised the student who performed the community service.

The Principal or his/her designee shall be responsible for implementing the process to earn a Seal.

High-quality community service experiences will:

- Lead students to reflect on and address the needs of the communities in which they live and work;
- Promote meaningful community connections and a clearer understanding of the organizations and agencies that support community needs;
- Allow students to apply knowledge and skills in practical settings;
- Give students opportunities to gain new knowledge, skills and understanding that can support their future pursuits and successes;
- Connect students to the careers and professions available in the public, nonprofit and philanthropic sectors;
- Offer opportunities for students to show attributes such as foundational knowledge, social and emotional skills, and leadership and reasoning abilities that demonstrate their readiness to transition to an identified next step after high school; and
- Promote a better understanding of the importance and value of civic engagement, individual or group contributions and volunteerism in a local community.

**Due to the potential of limited hours as a result of to the COVID-19 health emergency, the community service hour requirements will be adjusted to the following;*

Class of 2021...20 hours of community service

Class of 2022...40 hours of community service

Class of 2023...60 hours of community service

Acknowledged: November 19, 2020



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Appendix 2.2130-E

Fine and Performing Arts Seal

Students who demonstrate above average skills in the fine or performing arts according to an evaluation by the School may earn a Fine or Performing Arts Seal (“Seal”) printed on the student’s high school transcript and/or diploma. Above average skill levels may entail any of the following:

- Earning a grade of “B” or higher in three (3) or more fine art or performing art classes;
- Participation in at least two (2) theater productions;
- Participation in at least two (2) seasons of any performing arts group (e.g., marching band, jazz band, dance troupe);
- Participation in at least two (2) seasons of any fine arts or performing arts activity;
- A recommendation for the seal from a teaching, director, conductor, or faculty advisor based on the student’s above average skill level in any fine art or performing art activity.

Students may begin earning the Seal during the ninth (9th) grade and use experiences they had at any point during their time in high school. Transferring students will be given credit, to the extent feasible, for progress completed at a prior school towards earning the Seal.

The Principal or his/her designee shall be responsible for implementing the process to earn a Seal.



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Appendix 2.2130-F

Student Engagement Seal

Students who participate in extracurricular activities such as athletics, clubs, or student government to a meaningful extent may earn a Student Engagement Seal (“Seal”) printed on the student’s high school transcript and/or diploma. Meaningful participation may entail any of the following:

- Participation in an extracurricular activity for four (4) year;
- Serving as the captain of an extracurricular team;
- Election as the president of an extracurricular club or body of student government; or
- A recommendation for the seal from a coach or faculty advisor based on the student’s extensive, demonstrated commitment to the School.

Students may begin earning the Seal during the ninth (9th) grade and use participation in extracurricular activities at any point during their time in high school. Transferring students will be given credit, to the extent feasible, for progress completed at a prior school towards earning the Seal.

The Principal or his/her designee shall be responsible for implementing the process to earn a Seal.



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Appendix 2.2130-G

Ohio Seal of Biliteracy

A Seal of Biliteracy recognizes students within fifteen months of graduating who can demonstrate high levels of proficiency in English and at least one other world (foreign) language (which includes modern languages, classical languages, American Sign Language and native American Languages), and meet certain state-established guidelines.

Qualifying students will have:

1. Earned a proficient level or higher on Ohio's required state tests for high school English language arts I and II; or
2. Earned a remediation-free score on the English and reading sections of the ACT or SAT; or
3. Earned a proficient level or higher on an Ohio Department of Education-approved alternative assessment (TerraNova or Iowa Test); or
4. Earned a score of proficient or higher on the 9-12 Ohio English Language Proficiency Assessment (OELPA).

In addition, qualifying students will have:

1. Passed an Advanced Placement (AP) foreign language examination with a score of 4 or higher; or
2. Passed an International Baccalaureate (IB) foreign language examination with a score of 5 or higher on the Higher Level exam or a score of 6 or higher on the Standard Level exam; or
3. Attained a score of Intermediate High or higher in comprehension, speaking, reading and writing the foreign language based on the American Council on the Teaching of Foreign Languages Proficiency Guidelines found at actfl.org/, using assessments approved by the Ohio Department of Education; or
4. Qualified for proficiency-based credits through Ohio's credit flexibility program and attained a score of Intermediate High or higher in comprehension, speaking, reading and writing based on the American Council on the Teaching of Foreign Languages Proficiency Guidelines using assessments approved by the Ohio Department of Education; or
5. Attained a score equivalent to Intermediate High or higher on the American Council on the Teaching of Foreign Languages Proficiency Guidelines in interpersonal signing, presentational signing and demonstrating understanding of American Sign Language on an American Sign Language assessment approved by the Ohio Department of Education; or
6. Attained a score equivalent to Intermediate High or higher on the American Council on the Teaching of Foreign Languages Proficiency Guidelines in interpretive reading and presentational writing on a classical language assessment approved by the Ohio Department of Education.



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Qualifiers must be validated by supporting documentation, and faculty advisor verification with personal knowledge of the student's engagement.

The Principal or his/her designee shall be responsible for determining whether the School will participate in the Ohio Seal of Biliteracy Program, and if so, for implementing the process to earn a Seal.

Acknowledged: December 17, 2020



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Appendix 2.2140-A

Graduation Plan Invitation Letter to Parent

Dear Parent:

Pursuant to R.C. 3313.617, you are invited to participate in the development of a graduation plan for your child to assist your child to succeed in graduating from high school with a diploma.

The School will begin developing your child’s Graduation Plan at _____ (time) on _____ (date) at _____ (location). Your participation is encouraged, but not required to develop a Graduation Plan for your child.

Graduating and earning a high school diploma is important to your child’s future. Please know that the School hopes for the success of each of its students throughout the process of earning a diploma. Should you have any additional questions or concerns, please do not hesitate to contact me.

Sincerely,

[insert Principal’s name]
Principal of «Name of school TE»

PLEASE CHECK ONE:

_____ I **WILL** attend the meeting to discuss the development of my child’s Graduation Plan.

_____ I **WILL NOT** attend the meeting to discuss the development of my child’s Graduation Plan.

If you are unable to attend the meeting due to a scheduling conflict, please contact the Principal to determine if an alternative date may be available.

Please return the following information to your child’s school. Failure to return this information to the School will be deemed intent not to participate.



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Appendix 2.2140-B

Parental Notification That Student is At-Risk of Not Graduating

Dear Parent:

Pursuant to R.C. 3313.617, this letter is to notify you that _____
(name) has been identified as at-risk of not qualifying for a high school diploma.

Consistent with the law and Board Policy, your child is required to successfully complete the curriculum and graduation requirements stated in the attached document in order to earn a high school diploma. The School has numerous resources available to assist your child in progressing towards these requirements, including offering additional instructional and support services as needed.

Graduating and earning a high school diploma is important to your child's future. Please know that the School hopes for the success of each of its students throughout the process of earning a diploma. Should you have any additional questions or concerns, please do not hesitate to contact me.

Sincerely,

[insert Principal's name]
Principal of «Name of school TE»



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Appendix 2.2140-C (See Next Page)

CLASS OF [Insert Class Date] - GRADUATION PLAN							
STUDENT INFORMATION							
Name:						ALL REQUIREMENTS MET	No
QUICK OVERVIEW:							
Minimum Grad Requirements	No	Credits Needed	20	Pathway to Graduation Met	No		
First, cover the basics			Second, show competency				
Minimum Graduation Requirements			EOC State Tests				
English Language Arts							
Grade	Course	Credits	Algebra I				
9	English I		English II				
10	English II						
11	English III						
12	English IV						
	Credits Earned	0					
	Credits Needed	4					
			Pathway Met No				
Testing not your strength? After you have taken your tests, there are three additional ways to show competency!							
Math			Option 1. Career Focused Activities AND Show Readiness		Option 2: Military AND Show Readiness		
Grade	Course	Credits	Foundational		Evidence shown that one has signed a contract to enter a branch of the U.S. armed services upon graduation.		
9	Algebra I		Proficient Scores in WebXam				
10	Algebra II		A 12-Point Industry Credential		Pathway Met		
11	Geometry		A pre-apprenticeship or acceptance into an approved apprenticeship program.				
12	Financial Math/Precalculus		Supporting		Option 3. Complete College Coursework AND Show Readiness		
	Credits Earned	0	Work-based learning Earn the required score for WorkKeys Earn the OhioMeansJobs Readiness Seal		Earn credit for one college-level math and/or college-level English through CCP.		
	Credits Needed	4					
			Pathway Met				
Science							
Grade	Course	Credits					
9	Physical Science						
10	Biology						
11	Advanced Science						
	Credits Earned	0					
	Credits Needed	3					
			Pathway Met				
Social Studies							
Grade	Course	Credits					
9	World History						
10	Government/Economics						
11	US History						
	Credits Earned	0					
	Credits Needed	3					
			Pathway Met				
Health			Third, show readiness - Must earn two seals and at least one of the two must be Ohio-designed				
Grade	Course	Credits	Ohio				
			OhioMeansJobs Readiness Seal				
	Credits Earned	0	Industry Related Seal				
	Credits Needed	0.5	College-Ready Seal				
			Military Enlistment Seal				
			Citizenship Seal				
			Science Seal				
			Honors Diploma Seal				
			Seal of Biliteracy				
			Technology Seal				
			Local				
			Community Service Seal				
			Fine and Performing Arts Seal				
			Student Engagement Seal				
Other Requirements							
	Fine Arts - Semester						



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	Fine Arts - Semester						
	Credits Earned	0					
	Credits Required	1					
	Electives						
Grade	9 Freshman Foundations						
	Credits Earned	0					
	Credits Needed	4					
	Total Credits Needed	20					
	Total Credits Earned	0					

2020-2021		2021-2022		2022-2023		2023-2024	
9th Grade	Credits Earned	10th Grade	Credits Earned	11th Grade	Credits Earned	12th Grade	Credits Earned
9 English I		10 English II		11 English III		12 English IV	
9 Algebra I		10 Algebra II		11 Geometry		12 Financial Math/Precalculus	
9 Physical Science		10 Biology		11 Advanced Science			
9 World History		10 Government/Economics		11 US History			
9 Freshman Foundations							
Total Credits Earned:	0	Total Credits Earned:	0	Total Credits Earned:	0	Total Credits Earned:	0



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Appendix 2.2150-A Physical Education Waiver Form

_____ (School Name)
Physical Education Waiver Form

Name of Student: _____ Anticipated Graduation
Year: _____

I hereby declare my intent to utilize the Physical Education (“PE”) graduation requirement waiver.

Waiver requested due to participation in:

1. At least two full seasons in (selection one):

_____ interscholastic athletics, _____ marching band, _____ show choir, _____ cheerleading

2. At least two full school years of:

_____ in the junior reserve officer training corps (“JROTC”).

One-half credit of other course work has been made up through the following courses*:

*if the student received course credit for participation in JROTC, no additional credit is needed to qualify for this waiver.

By signing below, I understand that the PE requirement will be waived, contingent upon the student:

- 1) **completing two full** seasons in interscholastic athletics, marching band, show choir or cheerleading **and** earning one-half credit in another course of study in lieu of PE coursework and credit; or
- 2) **completing two full years** in JROTC, **and** either (a) earning course credit for participation in JROTC, or (b) earning one-half credit in another course of study in lieu of PE coursework.

Parent/Guardian of Student _____ **Date**

Student _____ **Date**



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ADMIN USE ONLY

The above name student participated in the following activities to meet the PE waiver requirement:

Activity 1: _____ School Year _____

Activity 2: _____ School Year _____

½ Credit earned in the following course of study:

I hereby recommend the above named student for a PE waiver based upon satisfaction of all requirements.

School Administrator

Date

If Student's PE waiver has been denied, please specify reason:
