

**SOUTHEAST OHIO
CLASSICAL ACADEMY**



**FAMILY HANDBOOK
2025-2026**

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2025-2026 Family Handbook

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INTRODUCTION

Mission

The mission of Southeast Ohio Classical Academy is to train the minds and cultivate the hearts of young men and women in moral character and civic virtue from a classical curriculum in the liberal arts and sciences.

Core Virtues of Southeast Ohio Classical Academy

Compassion

Recognizing the suffering of others, then taking appropriate action to help.

Courage

Moving forward with steadfast purpose and perseverance in the face of fear, pain, obstacles, or evil.

Responsibility

Accepting ownership of duty and working to do good regardless of whether others do the same.

Moderation

Refusing actions and things that are bad, illegitimate, or ultimately harmful. Being patient or limiting oneself, even to receive a good thing.

Friendship

Cultivating relationships based on mutual interests and loves, while being kind and generous in those relationships.

Justice

Relating to all others, including authorities and laws, fairly and with due honor.

Prudence

Making good decisions and choosing the right actions, even when there are no rules or directions on which to rely.

Wisdom

Pursuing knowledge about the highest things, while not thinking oneself wise in one's own eyes.

Affiliation with Hillsdale College

From the BCSI Brand Standard Guides 1.0

The Hillsdale K-12 Education Office is a project of Hillsdale College devoted to the education of young Americans. Through this office and its initiatives, the College supports the launch of K-12 classical schools that will train the minds and improve the hearts of young people through a content-rich classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Reform of American K-12 education, to be successful and good, must be built on a foundation of classical liberal arts learning—the kind of learning best suited to a free society and most needed for its preservation. The work of Hillsdale K-12 Education is an important step in that direction.

To advance the founding of classical charter schools, Hillsdale College works with select school-founding groups of local citizens who care deeply about education, who plan to apply for a charter, and who prove themselves capable of starting and governing a school. When a founding group's interests and abilities are a good match, Hillsdale will assist in creating and implementing the school's academic program, providing the curriculum design and teacher training. This support, along with guidance on the shaping of a vibrant and ennobling school culture, will provide the foundation for these new schools to promote a liberal and civic education in America's public schools.

Southeast Ohio Classical Academy is a Hillsdale College Member School, a relationship that offers our governing board, school leadership, and teachers ongoing access to curriculum, training, and resources. Hillsdale College does not own, manage, or profit from Southeast Ohio Classical Academy. For more information on Hillsdale K-12 Education, visit k12.hillsdale.edu.

A Note from the Principal

One of the most important factors that will affect the future success of children is the choice families make about their education. We are grateful that your family has placed trust in an education that is tried and true: Classical education.

The content-rich and language-rich curriculum we offer is both vigorous and engaging. The lessons are both challenging and refreshing. The virtues that classical education instills are both fairly simple to understand and quite difficult to enact throughout a lifetime of complex situations.

However, classical education is more than its incredible complexities. We are concerned with preparing your child for future success, but Southeast Ohio Classical Academy has a vision that is much bigger than a degree or a career. Classical education, at its heart, is about redefining what is entailed in a successful life.

Far too often, children are sold an empty vision of a great degree or a great job that will bring fulfillment to their life. Great degrees and great jobs are great things, but they simply are not the best future that we can hope for children.

The good life is the best goal for the education of children. At Southeast Ohio Classical Academy, we want children to flourish as human beings: Wherever they go and whatever they may do. We want them to live virtuous lives and to pursue the good, the true, and the beautiful in every part of life. The virtuous life is a life that is worth living.

The virtuous life is the kind of life that our community and our country needs. A free society depends on a citizenry that knows how to self-govern. Whether your child's future includes serving in the military, repairing diesel trucks, debating legislation on the floor of Congress, or staying home to raise children of their own, we want your child to know how to live freely. We want your child to flourish in life.

As great as the instruction and curriculum may be at Southeast Ohio Classical Academy, we hope you and your family will join us in our relentless pursuit of modeling and teaching the good life to your children.

We are thankful you are joining us in letting go of the question, "What will my child do when they grow up" and taking up the challenge, "Who will my child be when they grow up?"

Best Regards,
Principal Allen

SECTION 1: SCHOOL LIFE & DECORUM

School Hours

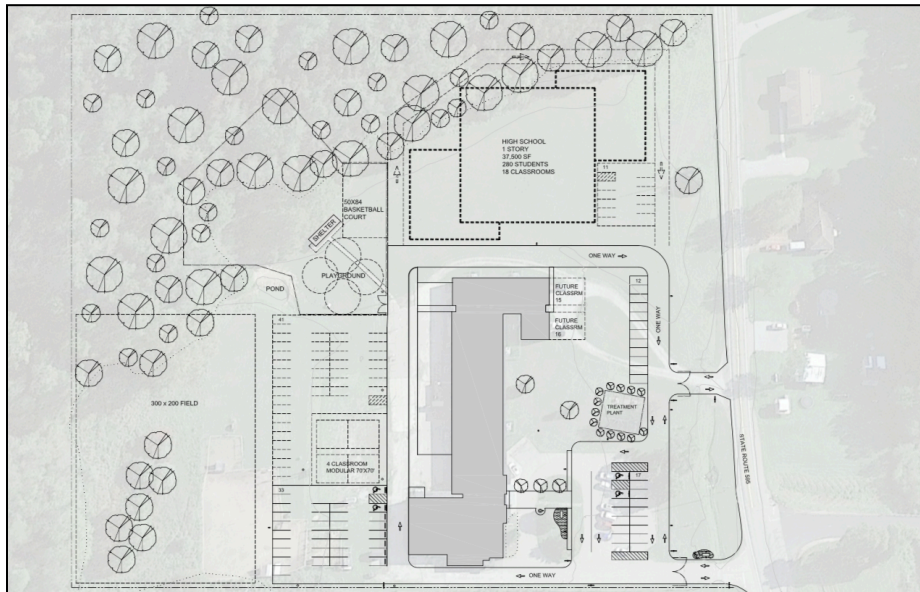
Student Drop-Off Window	7:50-8:10
Start of the School Day	8:10
End of the School Day	3:30
Parent Pick-Up Window	3:30-3:45

Student Drop-Off & Pick-Up

Carline

Procedures for drop-off and pick-up give priority to the safety and security of all students. Parents are expected to cooperate fully to ensure that the process is safe and orderly. The school will release students only to parents, legal guardians, or adult designees.

The adults driving through the carpool line are expected to serve as role models by always exhibiting courteous behavior. Please share these policies and procedures with anyone who will be picking up your student as everyone in the car line is expected to know and follow the procedures.



Parking

Employees and parents are asked to adhere to the parking plan. Employee parking is located at the back of the Lower School. Designated parking for visitors during the school day is provided at the front of the Lower School.

There are established “Five-Minute Parking” spaces near the entrance to the main office for deliveries, pick-up, drop-off, etc. Parents and visitors who will remain at school for more than five minutes should park in the other designated visitor parking spots.

Attendance

Classical education is highly interactive and requires consistent and punctual attendance. Because the classical approach relies heavily on classroom discussion among students and teachers, most work done in class cannot be made up if a student is absent. For this reason, parents should exercise prudence and make every reasonable effort to ensure that students do not miss class, including restricting trips to the allotted breaks.

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the procedure set forth in Policy 251 whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

Absences

Planned absence during the school term is highly discouraged. Any such absence must be requested at least one week in advance and in writing. The Principal may require that the student obtain comments from teachers about the impact of the absence before the request for an excused absence can be granted, and may require evidence or a commitment that the time will be made up in some way.

We discourage doctors’ and other appointments during the school day when avoidable. When those appointments are unavoidable, students are responsible for any make-up work during their absence. Assignments that are not made up, according to the time restrictions set by the teacher and school, will be reflected in their grades.

Excused Absences

Absences due to the following will be excused:

1. Personal physical illness that prevents attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
3. Illness in the family necessitating the presence of the child (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. Quarantine in the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
6. Medical, behavioral, or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician, mental health professional, or dentist confirming the appointment may be required).
7. Observance of religious holidays consistent with the child's truly held religious beliefs of the child or the child's family.
8. College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit may be requested).
9. Pre-enlistment reporting to military enlistment processing station (at the discretion of the Principal or his/her designee, a written verification confirming the date and time reporting may be required).
10. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
11. Absences due to a student being homeless.
12. Absences due to deployment activities of a parent or custodian.
13. The existence of an emergency condition at home such as absence, illness, or death of the parent or custodian.
14. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).

15. Necessary work directly and exclusively for a child's parent, if the child is over the age of fourteen (14) and has been in regular attendance at school during the current school year (after proof of necessary absence is provided to the Principal or his/her designee).
16. Instruction at home from a person qualified to teach the branches of education in which instruction is required, and such additional branches, as the advancement and needs of the child may require (after adequate certification of home instruction has been provided to the Principal or his/her designee).
17. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
18. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

The Principal or his/her designee reserves the right to verify statements and to investigate the cause of absence.

Excuses from future school attendance:

1. Shall be limited to a period not to exceed thirty (30) school hours and can be renewed at the discretion of the Superintendent or his/her designee for thirty (30) additional hours. Absences shall not exceed sixty (60) consecutive hours unless the child's parent has recently died or become totally or partially incapacitated and there is no older sibling living in the home who is out of school. At the discretion of the Superintendent or his/her designee, a written statement from a physician may be required.
2. May not materially endanger the child's educational welfare or scholastic advancement.

Tardiness or Early Release

Each tardy or early release prevents students from engaging their classes appropriately. In order to get the most from class, students must begin and end on time. Tardiness refers to any occasion in which a student arrives after 8:10 a.m. or at the established school start time. Early release refers to any occasion in which a student leaves before 3:30 p.m. or the established school finishing time.

In order for a tardy or early release to be excused, it must follow the guidelines for an excused absence. For an excused tardy, the front office must be notified prior to 8:20 a.m. on the day of the tardy, except in cases of extreme extenuating circumstances.

An unexcused tardy or early release is subject to the same provisions as an unexcused absence, and students will not be offered make-up opportunities for schoolwork missed during this time. Students who are habitually tardy will be referred to the Principal for potential disciplinary action.

A student is tardy when a student is more than five (5) minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall:

Track tardiness and early dismissals to the nearest hour of missed instruction for each instance of tardiness or early dismissal per day (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for two (2) hours of that day).

Students shall not be considered absent for purposes of habitual truancy calculations while out of class for a legitimate reason, including but not limited to restroom breaks, visits to the nurses office, counselor meetings, or remediation sessions.

Any student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

Disciplinary Action for Unexcused Tardiness or Absence

Repeated unexcused absences/tardiness may be grounds for disciplinary action that will not include suspension or expulsion.

Truancy and Absence Intervention Strategies

The Principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The School's attendance officer shall investigate possible School attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

A student is excessively absent from school if a student is absent from the School with or without legitimate nonmedical excuse for thirty-eight (38) or more hours in one (1) school month

or sixty-five (65) or more hours in one (1) school year. Within seven (7) days of a student becoming excessively absent from School, the attendance officer shall notify the student's parents of the student's absences in writing.

A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. the student was enrolled in another school;
2. the student's absence was excused in accordance with applicable law or policy; or,
3. the student has received an age and schooling certificate.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within seven (7) days of the School's determination that the student is a habitual truant, the School will make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee. In the event the parent does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan ("AIT plan") to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide the student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT. The plan shall be implemented not later than seven (7) days prior to the first day of instruction of the next school year.

AIT Exemption: The School shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

The School shall employ absence intervention strategies for all students who are excessively absent from School. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year; and
6. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

On the 61st day after the implementation of an AIT plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;
2. the School has made meaningful attempts to re-engage the student through the AIT plan, other intervention strategies, and any other offered alternatives to adjudication; and
3. the student has refused to participate in or failed to make satisfactory progress on the AIT plan, as determined by the AIT, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the School's discretion, the AIT or attendance officer may extend the implementation of the plan and delay filing the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the AIT plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the AIT has determined that the student has made substantial progress on the absence intervention plan.

The Principal or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not

complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

Reporting

The School shall report to the Ohio Department of Education and Workforce, as soon as practicable, any of the following occurrences:

1. When a student is deemed habitually truant.
2. When a student is deemed excessively absent.
3. When a student has been adjudicated an unruly child for being a habitual truant and violates the court order regarding that adjudication.
4. When an AIT plan has been implemented for a student.

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

R.C. 2151.011; R.C. 2151.27; R.C. 3314.03(A)(6); R.C. 3314.11; R.C. 3321.01; R.C. 3321.041; R.C. 3321.13-.191; O.A.C. 3301-69-02.

Missing or Absent Children

The Board believes in the importance of trying to decrease the number of missing children. Therefore, efforts will be made to identify possible missing children and notify the proper adults or agencies.

At the time of his/her initial entry to school, a student, or if the student is a minor, a parent, shall present to the person in charge of admission (1) any records given to him/her by the elementary or secondary school she/he most recently attended (2) a certified copy of an order or decree, or modification of such an order or decree allocating parental rights and responsibilities for the care of the pupil and designating a residential parent and legal custodian of the pupil, if applicable; and (3) a certification of birth* issued pursuant to Section 3705.05 of the Ohio Revised Code or a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation. Within twenty-four (24) hours of the student's entry into the school, a school official shall request the student's official records from the elementary or secondary school the student most recently attended. If the school the student claims to have most recently attended indicates that it has no records of the student's attendance or the records are not received within fourteen (14) days of the date of request, or the student does not present a certification of birth or comparable certificate or certification from another state, territory, possession, or nation, the Principal or his/her designee shall notify the law enforcement agency having jurisdiction in

the area where the student resides of this fact and of the possibility that the student may, be a missing child, as this term is defined in Section 2901.30 of the Ohio Revised Code.

If the School receives notification from a law enforcement agency that it has made a missing child report for a current or a former student, then the School must mark the student's records so that whenever a copy of, or information regarding the records is requested, any School official responding to the request is alerted that the records are those of a reported missing child. In addition, when a request of records or information is received, the person in charge of admission must immediately report the request to the law enforcement agency that notified the School that the student might be a missing child. When forwarding a copy of, or information from the student's records in response to a request, the School must do so in such a way that the receiving school is not able to discern that the student's records are marked. The School must retain the mark in the records until notified that the student is no longer a missing child, at which time the School must remove the mark from the student's records in such a way that it would be impossible to tell that the records were ever marked.

The School will immediately give notice to the Ohio Attorney General's missing children clearinghouse and the law enforcement agency where the missing child resides if the School becomes aware that any missing child might be in attendance at the School. To the extent that it can, the School will also assist parents in the case of a missing student by coordinating with local law enforcement and the missing children clearinghouse.

The School has established an informational program for students, parents, and community members relative to missing children issues, which is available from the School upon request, including information regarding the fingerprinting program, if applicable. The School's informational program is based on assistance and materials provided by the Ohio Attorney General's missing child education program and resources available from the National Center for Missing and Exploited Children.

The primary responsibility for a student's attendance at School rests with his/her parent. A parent must notify the School on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences.

Make-Up Work

Students may complete homework and other assignments that they miss during excused absences. Excepting major assignments (see below), students returning from an excused absence will have two additional days for each absent day to make up work that was due during or immediately after the absence. For example, if a student has an excused absence on Monday, then he has until Wednesday to turn in any work due on Monday or Tuesday; if a student has an excused absence on Thursday and Friday, then work due on Thursday, Friday, or Monday is not due until Thursday of the following week.

The extra time is intended to allow students to catch up on any missed notes or lessons prior to turning in related material. Students are responsible for retrieving notes and assignments for themselves, preferably from a classmate, and are expected to be respectful of their teacher's time.

An absence on the date of a major assignment, such as a test or major paper, will not extend the deadline of that assignment if the student is absent only on that day. In cases of a single-day excused absence, the student must complete the assignment the day of his or her return. In cases of a multi-day absence, teachers will work with students to determine an appropriate deadline for major projects and a makeup time for tests.

Extended Excused Absences

Southeast Ohio Classical Academy recognizes the individual nature of extended excused absences including, but not limited to, such situations as acute or chronic illnesses/injuries, a terminally ill family member, or a death in the family. Families can expect to be informed by the Principal or his designee of the general expectation of the faculty related to the completion of assignments and, as applicable, to the student's status for promotion to the next grade.

To Report an Absence

The procedure for absences is as follows:

1. A parent must call or email the School to inform the School that his/her child or children will be absent from School. This phone call should take place within the first hour that School is in session or as soon as practicable.
2. If a parent fails to call or email the School, the school's attendance officer or his/her designee will contact the parent or other person having care of the student to inform him/her of the student's absence. This contact shall occur within one hundred twenty minutes (120) after the beginning of each school day. Attempted contact shall be made one of the following ways:
 - (a) A telephone call placed in person;
 - (b) An automated telephone call via a system that includes verification that each call was actually placed, and either the call was answered by its intended recipient or a voice mail message was left by the automated system relaying the required information;
 - (c) A notification sent through the school's automated student information system;
 - (d) A text-based communication sent to the parent's or other emergency contact's electronic wireless communications device;
 - (e) A notification sent to the email address of the parent or other emergency contact; or

(f) A visit, in person, to the student's residence of record.

A community school, community school governing authority, or community school employee is not liable for damages in a civil action for injury, death, or loss to person or property allegedly arising from a community school employee's good faith efforts to comply with parental notification procedures.

Parents or other responsible persons shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers for such purposes.

Parental notification is not necessary when students are absent with legitimate excuse, to students who are in home-based, online, or internet- or computer-based instruction, or to students who were not expected to be in attendance at a particular school building due to the student's participation in off-campus activities, including participation in a college credit plus program.

R.C. 109.65; R.C. 3313.96; R.C. 3313.672; R.C. 3321.141.

The School may require suitable proof of excused absences, including written statements from medical sources.

Parents must make us aware of the child's absence before 8:15 a.m. on the day of the absence. If a parent fails to notify the office of a student's absence, the absence will be coded as unexcused. Please notify the school every day your child is to be away from school. Office staff will place calls daily to parents for unaccounted absences.

Unexcused Absences

Absences are unexcused when parents do not follow the procedure to excuse absences noted above, when a student is unaccounted for, or if a student does not make a reasonable effort to come to school on time. Such absences are liable to disciplinary action, up to and including suspension. Students will not receive credit for homework and assignments that they miss during unexcused absences.

Truancy

The Principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The School's attendance officer shall investigate possible School attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

A student is excessively absent from school if a student is absent from the School with or without legitimate nonmedical excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within seven (7) days of a student becoming excessively absent from School, the attendance officer shall notify the student's parents of the student's absences in writing.

A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. The student was enrolled in another school;
2. The student's absence was excused in accordance with applicable law or policy; or,
3. The student has received an age and schooling certificate.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within seven (7) days of the School's determination that the student is a habitual truant, the School will make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee. In the event the parent does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan ("AIT plan") to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide the student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of

forming a full AIT. The plan shall be implemented not later than seven (7) days prior to the first day of instruction of the next school year.

AIT Exemption: The School shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

The School shall employ absence intervention strategies for all students who are excessively absent from School. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year; and
6. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

On the 61st day after the implementation of an AIT plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;
2. the School has made meaningful attempts to re-engage the student through the AIT plan, other intervention strategies, and any other offered alternatives to adjudication; and
3. the student has refused to participate in or failed to make satisfactory progress on the AIT plan, as determined by the AIT, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the School's discretion, the AIT or attendance officer may extend the implementation of the plan and delay filing the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the AIT plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the AIT has determined that the student has made substantial progress on the absence intervention plan.

The Principal or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

Reporting

The School shall report to the Ohio Department of Education and Workforce, as soon as practicable, any of the following occurrences:

1. When a student is deemed habitually truant.
2. When a student is deemed excessively absent.
3. When a student has been adjudicated an unruly child for being a habitual truant and violates the court order regarding that adjudication.
4. When an AIT plan has been implemented for a student.

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

Releasing a Student from School

Students will only be released to people who are their parents or legal guardians, unless we have received written permission to release the student to another adult.

Students may not be taken from the school or playground unless parents have signed them out in the office.

In the case of divorce or separation of the parents, both parents shall have full rights until legal notification limiting the rights of either parent is provided to the school.

School-sponsored activities require a teacher or sponsor to be responsible for the students. Students may only leave the activity or event with their own parent/ guardian unless prior written authorization is given to the teacher or sponsor.

Early Drop-Off and Late Pick-Up

Students that are not registered for after school care must be picked up by 3:45 pm. Students with siblings in after school clubs or athletics must still be picked up or waiting outside with a parent/ guardian by 3:45 pm.

Students who remain on campus and are not participating in a club or athletics program after school must wait for a parent/ guardian in the front office.

Please be courteous of the time of the staff and faculty. There will be a late fee of \$1 per child for every minute after 3:45 pm if the child is not registered for after school care.

Uniform and Personal Appearance

A school uniform is crucial to a successful classical school, accomplishing three key goals. First, it diminishes the burden of thinking about clothing and fashion, which can become all-encompassing for many students. This removes distractions in the classroom and redoubles focus on the task at hand. Second, it helps students take school more seriously by acknowledging that, through dress, we respect fellow classmates, teachers, and the common enterprise of education. Third, it develops school identity and pride. All students are therefore expected to adhere to the school uniform policy. When questions about particular aspects of the uniform arise, the student is expected to follow the general and leading spirit of the policy, which is to diminish distractions, show respect, and elevate the tenor of the school.

Students must be in uniform in order to attend class. Students not in uniform will be sent to the office. The office will keep a limited inventory of basic uniform items that a student may be permitted to wear in order to meet uniform requirements and return to class (in most cases with a tardy slip). Loaned items will be carefully tracked and must be returned in clean, like-new condition. In the event that the office does not have appropriate uniform items for a student out of uniform, the student must call a parent or guardian. Parents will either bring acceptable attire, or students will be sent home. These absences are not excused.

Shaheen's is the sole uniform provider for all uniform items for the school day. The uniform and dress code policy is that students will dress according to the mandatory and optional items listed on the Board-approved uniform policy for boys and girls, respectively, plus the following series of directives provided in the “Additional Uniform Provisions” section. Basic details for the school uniform, including ordering information, can be found on the Southeast Ohio Classical Academy website.

Additional Uniform Provisions

- Students may wear their own outerwear (coats, sweaters, vests) to school and on the playground. If a student is cold in the classroom, he or she should wear one of the long sleeve uniform items, or one of the uniform outerwear items.
- All students must be in uniform at all times. No other clothing other than uniform tops and bottoms are permitted. No outside tops, jeans, or bottoms are permitted in the building.

- All shirts must be tucked in.
- Skirts and shorts shall fall no higher than 2 inches above the knee as measured when the student is standing.
- Leggings or tights may be worn underneath clothing but must be ankle length or footed in a solid color—gray, navy, or white. Leggings are not to be worn without other bottoms on top.
- Girls may wear gym shorts or compression shorts underneath their skirt, so long as these are not visible when the student is standing.
- Students may use any backpack as long as it is clean and tasteful.
- Hair must be clean and neat. Hair may not cover a student's face. Only natural colors are allowed. No unusual or radical hairstyles. Hair accessories must be uniform colors (light or dark blue, khaki, or white). Novelty hair items are not allowed.
- All girls' and boys' polo shirts may have the top button unbuttoned. All other buttons must be buttoned.
- Modest jewelry is allowed. An object that has a purpose other than jewelry cannot be worn as jewelry (i.e. chains or collars). Students may wear no more than two necklaces at one time.
- Female students are permitted a maximum of two earrings per ear on the earlobe, and earrings must not be larger than a quarter. No stretched piercings (gauge) or holes may be visible.
- Boys are not permitted to wear earrings.
- Tattoos must be covered at all times.
- Makeup and nail polish must look natural. Colors such as black, yellow, rainbow, etc., are not acceptable.
- Hats and sunglasses are not to be worn in the building. Hats include visors and bandanas.
- Religious headgear is permitted when worn for religious purposes.
- Non-marking tennis shoes are required for P.E. class and/or sports in the gym. K-6 students will not change for P.E.
- Shoes, socks, and shoelaces should be mostly white, navy, brown, or gray. Shoes must be closed-toed, closed-heeled tennis or dress shoes; boots, sandals, moccasins, and slippers are not permitted.
- Good personal hygiene is required at all times. Strong/offensive body odors are inappropriate.
- The use of perfumes, oils, and body sprays by students should not inhibit the learning environment and smells should not be detectable in the course of a normal school routine. Smells of this nature that saturate a room often cause headaches, exacerbate allergies, and cause a disruption to the learning environment. Should this occur, students will be excused to the front office to call home.
- Boys should be clean-shaven and sideburns should not extend lower than the earlobe.
- Clothes may not be ripped or torn. This entails wearing neat, clean clothing.

- Should a student require reasonable uniform alterations based on religion, disability, or medical condition, please contact administration.
- All school-sponsored events, including those after school and on weekends, are subject to school uniform policy.

Uniforms and Financial Assistance

SOCA will not allow financial need to limit access to the School, and this includes access to uniforms. At minimum, the School will fund one complete uniform set for children whose families qualify for financial assistance.

Lost and Found

The student Lost and Found is located in the front office. Students are responsible for retrieving their misplaced items. Due to limited space, all unclaimed items will automatically be donated to either a local thrift store or the school uniform store on the 30th of each month.

Toileting

All students of Southeast Ohio Classical Academy must be independent in toileting. On occasion, students may have accidents. When an accident occurs, it is the responsibility of the parent to assist the child and to provide clean clothing.

If there are repeated accidents, a meeting with the parents, the principal, and the school nurse will be held to evaluate the situation. Appropriate action will be taken based on what is in the best interest of all students and the school.

Discipline

Virtues and General Expectations for Behavior

At Southeast Ohio Classical Academy we seek virtue in all its forms, and we focus specifically on the classical virtues of compassion, courage, responsibility, moderation, friendship, justice, prudence, and wisdom, as defined on page 8 of this handbook. We hope that regular recurrence to these virtues in our learning, social interactions, and discipline will help students learn self-governance and strive toward excellence in all areas of life.

The emphasis on virtue at Southeast Ohio Classical Academy is not primarily intended as a discipline policy. We aspire to excellence for its own sake: because it is good and because we are made better as we aspire to it. We have bound our commitment to virtue into an Honor Code that we ask our families and students to sign as a common pledge.

Honor Code

The SOCA Honor Code: A Southeast Ohio Classical Academy student is honest in word and deed, dutiful in study and service, and respectful and kind to others. The student aspires to seek the truth, do the good, and love the beautiful.

At the end of the Family Handbook is a separate page with the honor code and a place for parents and students to sign as a pledge of acceptance and agreement. At least one parent from each family is required to sign the pledge. All students in grades 5 and above are also required to sign it.

The Purpose of Discipline

The main purpose of all discipline is to teach moral and intellectual virtue. Self-discipline arises from a desire for virtue, and without that desire, a student will falter when laws and rules are silent.

A secondary purpose is to foster an orderly and disciplined environment in which all students can learn and develop friendships. Order and discipline are the foundation for a thriving school culture.

Any departure from proper decorum is liable to disciplinary action. Because not all students respond to the same arguments, incentives, or punishments, any discipline policy must be at once equal to all students and consistently applied, and also fitted to both the nature of each individual student and the circumstances in which any misbehavior occurs.

Disciplinary Action

Disciplinary action ranges from verbal warnings to suspension and expulsion, and will be used to promote both a student's self-discipline and an orderly environment for all. Even when more serious discipline like a suspension is necessary, the purpose is not to punish but to educate.

When a student acts in violation of school rules, directions given by a teacher or administrator, or the SOCA Honor Code, the school has implemented three levels of consequences:

1. In-class behavior protocols: These include the various mechanisms that teachers use for correcting and habituating student behavior, and they vary considerably based upon the nature of the class (e.g. PE vs. History class) and the age of the students.
2. Poor Behavior Slip (PBS): When student misbehavior rises to the level where parents should be notified, a student will receive a PBS from a teacher or administrator. The consequences of a PBS can include, but are not limited to, lunch detention or after school detention. PBSs are accumulative, and five are treated as equal to a Pink Slip.

3. Pink Slip: Pink Slips are reserved for serious offenses for which parents should be notified and which, if repeated or allowed to continue, will result in the suspension or expulsion of the student. Pink Slips are usually given out by the School Leader or Dean of Students. Very severe offenses may be met with immediate suspension or expulsion.

Consequences for misbehavior are correlated to the above levels of tracking/ notification, but they will be tailored to the student and behavior in question. The point is to educate and improve students with an eye towards justice, not to tie every offense to a formulaic consequence.

In-class behavior protocols are generally informal tracking systems whose consequences may include poor participation grades and/or small assignments meant to correct student behavior. Poor Behavior Slips will be sent home to be signed by parents. The consequences for a PBS will generally extend beyond the classroom to include something like lunch detention, after school detention, or a special assignment. The consequences for a Pink Slip are explained in the section below.

Teachers have the authority to remove disruptive students from the classroom. Upon the third such removal from a teacher's class, the teacher may remove the disruptive student from that class for the remainder of the term of the class. However, a disruptive student shall not be removed from a teacher's class for the remainder of the term unless the Dean of Students has developed and implemented a behavior plan for the student. A behavior plan shall be developed after the second removal from class.

Detention

Students may receive detention as a consequence of misbehavior tracked by either a PBS or a Pink Slip. Detention will occur after school or during lunch. During lunch detention, students will generally be permitted to do homework and eat their lunches quietly. After school detention is a more serious consequence, and students will not be permitted to do homework during this time and will be assigned other appropriate tasks.

Detention takes precedence over any extracurricular activity. Students who miss detention will need to make it up and serve an additional detention, and they may also receive a Pink Slip (see below). Repeatedly missing detention may result in Pink Slips and/or suspension.

Notifying Parents

The School will notify parents of discipline problems that escalate to the level of a PBS or a Pink Slip. The school may also notify parents of lesser infractions, especially in cases involving a recurring problem. When a student is removed from the class for being disruptive, the school shall contact the parent(s) or legal guardian(s) as soon as possible to request his, her, or their attendance at a conference, which will include the student.

Pink Slips

For consistent and/or more serious disruptions, the student will be sent to the Office and will receive a Pink Slip. Pink Slips accumulate over the course of the school year, and a student's total will not reset until the end of the spring semester. Receiving a Pink Slip indicates that a student's behavior is a serious problem, and earning repeated Pink Slips will result in more serious consequences each time. It is our hope that the consequences for receiving a Pink Slip will encourage students to display good character and act in accordance with the school's mission.

1st Pink Slip: The student is sent to the Office and parents are notified. The student may receive a detention. If the infraction is serious, a student may be suspended.

2nd Pink Slip: The student is sent to the Office and parents are notified. The student may receive a detention. If the infraction is serious, a student may be suspended. The student's parent(s) will meet with the Dean of Students to discuss the student's behavior. The purposes of this meeting are to exchange accurate information about the student and to determine how the school-parent partnership can best work to reform the student's behavior.

3rd Pink Slip: The student is sent to the Office and parents are notified. Student goes home at least for the rest of the day. If the infraction is serious, a student may be suspended for more than the rest of the day.

Upon the student's return, a parent should accompany the student to class for one full day to observe the school day.

4th Pink Slip: Student is sent to the Office, calls home, and goes home. If the infraction is serious, a student may be suspended for more than the rest of the day. The administration will consider expulsion as a fitting consequence.

A two-day suspension will be given for every disciplinary referral over four. When a student is issued over four referrals he or she will be considered a habitually disruptive student by Southeast Ohio Classical Academy. If a student is issued four or more disciplinary referrals, Southeast Ohio Classical Academy administration may request that the student be expelled.

Sexual and Other Forms of Harassment

Students have the right to learn in an environment untainted by sexual or other forms of harassment or discrimination. Offensive conduct that has the purpose or effect of unreasonably interfering with the learning atmosphere or creating an intimidating, hostile, discriminatory, or

offensive learning environment, or which disrupts the educational process or impedes the legitimate pedagogical concerns of the School, is strictly prohibited.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature. Other prohibited conduct includes that which has the purpose or effect of creating an intimidating, hostile, discriminatory, or offensive learning environment on the basis of gender, religion, race, color, ethnicity, disability, and/or other legally protected category.

The harassment by a student of a staff member or fellow student is strictly forbidden. Any student who is found to have harassed a staff member or student will be subject to discipline.

The harassment of a student or a staff member should be reported immediately by the student or staff member to any teacher or to the Principal or his/her designee. Any person who receives such a report shall immediately advise the Principal or his/her designee or a Board member, who will investigate and take appropriate action in accordance with Board directives.

20 USC 1681 et seq.; R.C. 4112.02.

Anti-Harassment, Intimidation, and Bullying Policy

The School prohibits acts of harassment, intimidation, or bullying (including cyber-bullying) of any student on school property or at school-sponsored events (any event conducted on or off School property, including School buses and other School related vehicles, that is sponsored, recognized or authorized by the Board). A safe and civil environment in the School is necessary for students to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a student's ability to learn and the School's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

"Harassment, intimidation, or bullying" means either of the following: (1) any intentional, written, verbal, electronic, graphic, or physical act that a student or group of students has exhibited toward another particular student more than once, and the behavior both causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student; or (2) violence within a dating relationship. The definition of "harassment, intimidation, or bullying" also includes the above described acts which are electronically generated, stored or transmitted, sometimes called "cyberbullying."

The School reserves the right to discipline students' off campus behavior which substantially disrupts the School's educational process or mission, or threatens the safety or well-being of a Student or Staff member. Factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether the behavior created material and substantial disruption to the educational process or the School's mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences; (2) whether a nexus to on-campus activities exists; (3) whether the behavior creates a substantial interference with a Student's or Staff member's security or right to educate and receive education; (4) whether the behavior invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

Some acts of harassment, intimidation, bullying, and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying, or cyber-bullying that they require a response either in the classroom, School building, or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying, or cyber-bullying range from positive behavior intervention up to and including suspension or expulsion. Due process procedures for suspension and expulsion will be followed, as provided for under R.C. 3313.66. The disciplinary procedures and Code of Conduct of the School shall be followed and shall not infringe on any student's First Amendment rights under the United States Constitution.

All school personnel, volunteers, and students are required to report prohibited incidents of which they are aware to the Principal or his/her designee. All other persons may report prohibited incidents of which they are aware to the Principal or his/her designee. 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. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. In the case of sexual harassment as defined by Title IX, the School shall follow the School's Title IX Grievance Procedure. For all other incidents, the Principal or his/her designee is responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal or his/her designee shall conduct a prompt and thorough investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported. Once an investigation is completed, if the reported incident has been substantiated, the Parent of any Student involved in the prohibited incident shall be notified. Semiannually, the Principal will provide the Board President with a written summary of all reported incidents. To the extent permitted by R.C. 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), Parents have access to any written reports pertaining to the prohibited incident, and, if the School has a website, the School shall post this summary of reported incidents on the School website. All

School personnel, volunteers, and Students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy promptly and in good faith.

The School prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with School policies and procedures.

Students are prohibited from deliberately making false reports of harassment, intimidation, or bullying, and Students who deliberately do so will be disciplined up to and including suspension or expulsion.

The School shall implement the following strategy for protecting victims from new or additional harassment, intimidation, or bullying, and from retaliation: supervise and discipline offending students fairly and consistently; provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition; maintain contact with parents and guardians of all involved parties; provide counseling for the victim if assessed that it is needed; inform School personnel of the incident and instruct them to monitor the victim and the offending party for the indications of harassing, intimidating and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; check with the victim daily to ensure that there has been no incidents of harassment, intimidation, bullying, or retaliation from the offender or other parties.

Harassment, intimidation, and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, and bullying. While conduct that rises to the level of “harassment, intimidation, or bullying” will warrant disciplinary action whether and to what extent to impose disciplinary action (*i.e.*, detention, in- and out-of-school suspension, or expulsion) is a matter left in the professional discretion of the Principal, or other decision-maker in the case of sexual harassment. The following procedure sets forth possible interventions for the Principal to enforce the prohibition against harassment, intimidation, or bullying. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

1. Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating or

bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Peer mediation may be deemed inappropriate to address the concern at the discretion of the School administration.

2. Disciplinary Interventions

When acts of harassment, intimidation, and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. In- and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation. Expulsion may be imposed only after a hearing before the Board of Directors, a committee of the board or an impartial hearing officer designated by the Board of Directors in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation, or bullying, and/or situations where past interventions have not been successful in eliminating prohibited behaviors.

Nothing in this policy prohibits a victim from seeking redress under any provision of Ohio or federal law that may apply.

To the extent state or federal funds are appropriate, the School shall require that all students enrolled in the School be provided with age-appropriate instruction of this policy annually, including a written or verbal discussion of the consequences for violations. The School may form a prevention task force and/ or programs to educate students about this policy, such as holding an assembly on harassment, intimidation and bullying for Parents and Students, to raise the level of awareness and help prevent the prohibited conduct.

The School shall incorporate training on this policy into the in-service training required under R.C. 3319.073. The School may provide training, workshops, or courses to other Staff and volunteers who have direct contact with students.

R.C. 3313.666, 3313.667, 3319.073

Long-Term Suspension and Expulsion

Southeast Ohio Classical Academy may suspend a student for up to ten (10) class days or may expel a student. In the event that SOCA decides to suspend or expel a student, the student will be given a notice which states the intent to suspend or expel and the reason(s) for the suspension or expulsion. Immediate attempts will be made to contact a parent or guardian by

phone. The student may meet informally with the Principal to challenge the suspension or expulsion. After the meeting, or if the student declines the meeting, suspension or expulsion may be invoked immediately. A copy of the notice of intent to suspend or expel will be mailed to the parent or guardian within one (1) school day after the time of a student's expulsion or suspension. A formal hearing will be scheduled not earlier than three nor later than five school days after the notice to expel is given.

In the event that, in the opinion of the Principal or his/ her designee, a student's presence at the school creates a health risk, presents a danger to other persons or property or seriously disrupts the functions of the school, the student may be removed from the premises without formal suspension or expulsion procedures with notice and procedures to follow the removal in accordance with R.C. §3313.66.

A student shall be expelled for one (1) year for bringing a firearm to SOCA or onto school property (any property owned, used or leased by the school for school, school extracurricular or school-related events). A student may be expelled for a period not to exceed one (1) year for:

1. Bringing a firearm to an interscholastic competition, an extracurricular event, or any other school program or activity that is located at a school or on school property;
2. Bringing a knife to SOCA, onto school property or to an interscholastic competition, an extracurricular event or any other program or activity sponsored by the school or which the School is a participant;
3. Possessing a firearm or knife at school, on school property, or at an interscholastic competition, an extracurricular event, or any other school program or activity which firearm or knife was initially brought onto school property by another person;
4. Committing an act that is a criminal offense when committed by an adult and that results in serious physical harm to persons or to property;
5. Making a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.

A firearm is defined as any weapon, including a starter gun, which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device includes but is not limited to, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or other similar device.

A knife is defined as any cutting instrument consisting of at least one sharp blade.

The specific circumstances under which the Principal may modify a one (1) year expulsion could include:

1. A recommendation from the group of persons knowledgeable of the student's educational needs;
2. The student was unaware that s/he was possessing a firearm or knife;
3. The student did not understand that the item s/he possessed was considered a firearm or knife;
4. The student brought the item to school as part of an educational activity and did not realize it would be considered a firearm or knife; and
5. The student may be eligible for participation in an alternative program.

A student may be expelled for up to eighty (80) days for serious misconduct or rules violations, or for other just cause. During the period of suspension, removal, or expulsion the student may not attend or participate in any school functions without permission from the Principal. The student may enter School facilities only when given permission by the Principal or if accompanied by a parent or guardian who accepts responsibility for the student's actions and/ or behavior at the facility.

The Board also authorizes the Principal to suspend a student from any or all co-curricular or extracurricular activities for misconduct or rules violations. The length of suspension shall be determined by the Principal as commensurate with the seriousness of the student's misconduct or rules violations and in accordance with the discipline code.

If the Principal determines that a student's behavior on a school vehicle violates school rules, s/he may suspend the student from school bus riding privileges for the length of time deemed appropriate for both the violation of the policy and the remediation of the behavior.

The Board authorizes the Principal to provide for alternatives to suspension of a student from the school which shall include a program whereby a student performs community service either in lieu of or as a part of a suspension or an expulsion.

Students who have been assigned suspensions and expulsions are permitted to make up work as follows:

1. Receive at least partial credit for a completed assignment (as determined by the Principal);
2. Grade reductions may result based on the pupil's suspension/assignments;
3. Students are prohibited from receiving a failing grade on a completed assignment solely on account of the pupil's suspension.

The Board designates the Principal or his/her designee as its representative at all hearings regarding the appeal of a suspension. The Board or the Executive Committee will hear the

appeal of an expulsion. The Principal shall be responsible for implementing this policy and ensuring compliance with applicable laws.

A copy of this policy is to be posted in common areas of the school and made available to students and parents upon request.

Restraint

The following are prohibited under all circumstances, including emergency safety situations:

- A. Prone restraint;
- B. Any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that:
 - i. involves the use of pinning down a student by placing knees to the student's torso, head, or neck;
 - ii. uses pressure point, pain compliance, or joint manipulation techniques; or
 - iii. otherwise involves techniques that are used to unnecessarily cause pain.
- C. Corporal punishment;
- D. Child endangerment as defined in R.C. 2919.22;
- E. Deprivation of basic needs;
- F. Seclusion or restraint of preschool students (if any);
- G. Mechanical or chemical restraints;
- H. Aversive behavioral interventions;
- I. Seclusion of students in a locked room or area; or
- J. Any physical restraint that obstructs the student's airway or impacts the student's primary mode of communication.

Staff must:

- A. Be appropriately trained to protect the care, welfare, dignity, and safety of the student;
- B. Continually observe the student in restraint and/or seclusions for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- C. Use verbal and on-verbal communication strategies and research based de-escalation techniques in an effort to help the student regain control;
- D. Remove the student from physical restraint and/or seclusion immediately when the immediate risk of physical harm to self or others has dissipated;
- E. Conduct a de-briefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- F. Complete all required reports and document staff observations of the students.

Restraint may be used only in a manner that is age and developmentally appropriate, when there is an immediate risk of physical harm to the student or to others and no other safe and effective

intervention is possible. Physical restraint must be performed by trained staff, except in the case of an unavoidable emergency situation.

Physical restraint may not be used for punishment, discipline, or as a substitute for other less restrictive means of assisting a student in regaining control, and should be used only as a last resort.

Complaints regarding the use of restraint or seclusion should follow the grievance process as outlined in this Handbook.

Seclusion

Seclusion may be used as a last resort for the student to regain control; it is age and developmentally appropriate; there is an immediate risk of physical harm to the student or others; and there is no other safe and effective intervention available.

Seclusion shall not be: used for punishment or discipline; as a substitute for an education program; as a substitute for inadequate staffing, or for staff training in PBIS frameworks and crisis management; for the convenience of staff; as a means to coerce or retaliate; in a manner that endangers the student; or, as a substitute for other less restrictive means of assisting the student in regaining control reflective of the cognitive, social, and emotional levels of the student.

The room or area used for seclusion cannot be locked, and must allow for the student to exit the area should the staff become incapacitated or leave the area. The room or area must also provide for adequate space, lighting, ventilation, and the ability to observe the student. The student must be under constant supervision by staff trained to detect indications of physical or mental distress that require removal and/or immediate medical assistance and who document their observations of the student.

Multiple Incidents and Functional Behavioral Assessment

For students eligible for special education per the Individuals with Disabilities Education Act (“IDEA”) or who have a Section 504 Plan, the School shall convene the IEP team or Section 504 team within ten (10) school days after the third incident of seclusion or physical restraining in a school year. The IEP team or Section 504 team will consider the need to conduct a functional behavioral assessment (“FBA”). If necessary, this FBA should be followed by a behavioral intervention plan (“BIP”), or an amendment to an existing BIP, that incorporates appropriate positive behavioral interventions.

Anti-Harassment, Intimidation, and Bullying

Southeast Ohio Classical Academy prohibits acts of harassment, intimidation, or bullying (including cyberbullying) of any student on school property or at school-sponsored events. A safe and civil environment in SOCA is necessary for students to learn and achieve high academic standards. Harassment, intimidation and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a student's ability to learn and SOCA's ability to educate its students in a safe environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

Southeast Ohio Classical Academy values the free exchange of ideas. Classroom discussion of ideas and opinions, including controversial subject matter, shall not be construed as harassment.

Harassment, intimidation, or bullying mean any deliberate or intentional gesture, or any deliberate or intentional written, verbal, or physical act or threat that a student has exhibited toward another student or staff member and the behavior that both: (1) has one or more of the following effects: (a) harming a student or staff member; (b) damaging a student's or staff member's property; (c) placing a student or staff member in reasonable fear of harm to the student's or staff member's person; (d) placing a student or staff member in reasonable fear of damage to the student's or staff member's property; and (2) is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for a student or staff member.

Southeast Ohio Classical Academy prohibits acts of cyberbullying, which is a subset of bullying and involves the use of information and communication technologies, including but not limited to email, text messaging, social media, instant messaging, defamatory personal websites, and defamatory online personal polling websites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on school time or the school premises, at school events, programs or activities or off school time or school premises if such acts affect other students or staff of the school.

Southeast Ohio Classical Academy reserves the right to discipline students' off campus behavior which substantially disrupts the educational process or mission or threatens the safety or well-being of a student or staff member. Some factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following: (1) whether behavior created material and substantial disruption to the educational process or the school's mission due to the stress on the individual(s) victimized or the time invested by Staff in dealing with the behavior or its consequences; (2) whether a nexus to on-campus activities exists; (3) whether the behavior creates a substantial interference with a student's or staff member's security or right to educate and receive education; (4) whether the

behavior invades the privacy of others; or (5) whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards.

Some acts of harassment, intimidation, bullying and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, bullying or cyberbullying that they require a response either at the classroom, school building or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, bullying or cyberbullying range from positive behavioral interventions up to and including suspension or expulsion.

All school employees, volunteers and students are required to report prohibited incidents of which they are aware to the Principal or his/her designee. The Principal or his/her designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the Principal or his/her designee shall conduct a prompt, thorough and complete investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported. Once an investigation is completed, and the reported incident has been substantiated, the parent or guardian of any student involved in the prohibited incident shall be notified and to the extent permitted by R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) have access to any written reports pertaining to the prohibited incident. Southeast Ohio Classical Academy will maintain, via the education management information system, information regarding the number of incidents of harassment of students against other students, in each building and school-wide, that violates this policy. All school employees, volunteers and students shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

Southeast Ohio Classical Academy prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or his/her designee after consideration of the nature and circumstances of the act, in accordance with school policies and procedures. Nothing in this policy prohibits a victim from seeking redress under any provision of Ohio law that may apply.

Southeast Ohio Classical Academy may form a prevention task force and/ or programs to educate students about this policy, such as holding an assembly on harassment, intimidation and bullying for parents and students, to raise the level of awareness and help prevent the prohibited conduct. Southeast Ohio Classical Academy may also provide training, workshops, or courses on this policy to school employees and volunteers who have direct contact with students.

Public Displays of Affection

Public displays of affection are not allowed on campus and during school-related activities, and are liable to disciplinary consequences.

Electronic Devices

Electronic devices must be powered off and may not be used during the academic school day, including drop-off and pick-up, without express staff permission. Students may not keep electronic devices on their person during the academic school day. This includes, but is not limited to: Cellphones; smartwatches, and wireless headphones. If it is necessary a student must bring a cell phone or other electronic device to school, he or she must keep it in a locker for the entire day including during recess, lunch, passing periods, and study halls. Such devices include but are not limited to laptops, portable audio devices, head/earphones, hand-held video games, cell phones, and any other device or accessory with wireless or cellular capabilities, including but not limited to watches and eyewear. Exceptions will be made for necessary medical devices and at the Principal's discretion.

Any student who uses a phone or other electronic device during the day will have that device confiscated until the end of the day. If there is reason to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation, the device may be powered on and searched.

Students who break this rule will be subject to fines and other disciplinary action. Southeast Ohio Classical Academy is not responsible for the damage, loss, or theft of these items.

Lockers and Cubbies

SOCA is not responsible for lost or stolen items. Valuables such as tablets, iPods, smartwatches, and video games are not to be brought to school.

Lunch and Snacks

School Meals and Lunchtime

Lunchtime provides an opportunity to relax, play, and restore the body and mind. Students must talk quietly and behave calmly during lunch.

SOCA will not provide food service for the 2025-2026 school year.

Snacks

We understand that young students require snacks to keep them going during the day, and teachers in Grades K-3 will set aside a time in the morning during which students can enjoy a quick bite to eat. Parents are responsible for sending students to school with a small, healthy snack that can be eaten in a couple of minutes. We ask that students bring things that can be eaten without utensils and without creating a mess.

With the exception of water bottles and K-3 snacks, food and drink are not permitted in the classrooms or libraries.

Upper School students may eat a quick snack between classes in the hallways as long as they bring food that can be eaten without utensils and without creating a mess. Students may not chew gum.

Birthday Celebrations

If you would like to bring birthday treats in for your student's class, please coordinate with the classroom teacher several days in advance. Our students' academic days are carefully scheduled, and we cannot accommodate last-minute celebrations.

Medication and Medical Care

Administration of Medication

Southeast Ohio Classical Academy is committed to the health and safety of its students. Medication and/or medical procedures required by students should be administered by a parent/legal guardian at home. Under exceptional circumstances, prescribed medication and/or medical health-related procedures may be administered by the school principal, his/her designee, the school nurse, or self-administered by the student per written physician's orders and written parent/guardian authorization. The parent/guardian must complete and sign the Administration of Medication/Medical Procedure Form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered. Office staff will make this form available to parents/guardians.

Students may not bring any medication to school. This includes cough drops, pain medication, etc.

Student Medical Records

Student health records will be maintained in locked or password-protected files in order to maintain confidentiality. All health records will be managed by the Dean of Students and any

appropriate, designated staff (such as the nurse) and will only be released to service providers as allowed and dictated by district and state regulations.

Medical Operations

Southeast Ohio Classical Academy will:

- Participate in workshops, in-services and/or training offered by the State of Ohio and/ or the Logan-Hocking Local School District regarding student health.
- Use State of Ohio forms for health services.
- Require part-time nurses and volunteers to have completed training in CPR/first aid, diabetic education, medication administration, and AED training, as required.

Parents will be informed when a student reports to the office with a fever or has been injured seriously. If a parent cannot be reached, school personnel will determine what action needs to be taken. Any child who has a temperature of 100°F or higher or is vomiting will not be allowed to remain in the classroom and must be picked up by a parent or designee. If a head injury is sustained, or any injury requiring medical attention, the parent will be asked to come to school and determine what action should be taken. In case of more serious injuries, or in case the parent cannot be contacted, the school will immediately call 911 for emergency assistance.

Students who are sent home with a fever, vomiting, or diarrhea may only return to school when they have been fever- or vomit-free for 24 consecutive hours.

Use of Inhaler/Epinephrine Auto Injector

A student may possess and use a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, or before exercise to prevent the onset of asthmatic symptoms, and/or an epinephrine auto injector to treat anaphylaxis at school, any school-related activity, event, or program sponsored by SOCA or in which the school participates, if both of the following conditions are satisfied:

1. The student has the written approval of the student's physician and, if the student is a minor, the written approval of the parent, guardian, or other person having care or charge of the student. The physician's written approval shall include at least all of the following information:
 - a. The student's name and address;
 - b. The names and dose of the medication contained in the inhaler;
 - c. The date the administration of the medication is to begin;
 - d. The date, if known, that the administration of the medication is to cease;
 - e. Circumstances in which the inhaler and/or autoinjector should be used.
 - f. Acknowledgement that the prescriber has determined the student is capable of possession and using the inhaler and/or autoinjector appropriately and has

- provided the student with training in the proper use;
- g. Written instructions that outline procedures school personnel should follow in the event that the asthma medication does not produce the expected relief from the student's asthma attack; and/or in the case of an epinephrine auto injector, the student is unable to administer the medication or the medication does not produce the expected relief from the student's anaphylaxis;
 - h. Any severe adverse reactions that may occur to the student using the inhaler and that should be reported to the physician;
 - i. Any severe adverse reactions that may occur to another student, for whom the inhaler is not prescribed, should such a student receive a dose of the medication;
 - j. At least one (1) emergency telephone number for contacting the physician in an emergency;
 - k. At least one (1) emergency telephone number for contacting the parent, guardian, or other person having care or charge of the student in an emergency;
 - l. Any other special instructions from the physician;
 - m. The Principal or his/her designee has received copies of the written approvals required by Subparagraph 1 of this section.

The parent/ guardian must complete and sign the Administration of Medication/ Medical Procedure form to acknowledge that the school assumes no responsibility for medications or procedures that are self-administered. Southeast Ohio Classical Academy will make this form available to parents/guardians.

If these conditions are satisfied, the student may possess and use the inhaler at school or at any activity, event, or program sponsored by or in which the student's school is a participant.

Southeast Ohio Classical Academy, a member of the Board or the Board's representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a staff member's prohibiting a student from using an inhaler because of a staff member's good faith belief that the conditions of Subparagraphs 1 and 2 of this Section had not been satisfied. Southeast Ohio Classical Academy, a member of the Board, the Board's representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a staff member's permitting a student to use an inhaler because of a staff member's good faith belief that the conditions of Subparagraphs 1 and 2 of this Section had been satisfied. Furthermore, when SOCA is required by this Section to permit a student to possess and use an inhaler because the conditions of Subparagraphs 1 and 2 of this Section have been satisfied, the school, any member of the Board, or the Board's representatives, or any staff or employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from the use of the inhaler by a student for whom it was not prescribed.

This Section does not eliminate, limit, or reduce any other immunity or defense that a school, member of a governing authority, or staff or employee may be entitled to under Chapter 2744. or any other provision of the Revised Code or under the common law of the State of Ohio.

Medical Records and Enrollment

In order to complete the enrollment process, parents shall submit all required immunization records and health forms.

Parent/ Guardian Medical Record Obligations

Parents shall, at all times, ensure that the school has updated medical information on file. It is the parent's/guardian's responsibility to keep this information updated.

It is the parent's responsibility to notify the office if a child has been injured at home and may need special considerations at school.

Food Allergies

Southeast Ohio Classical Academy recognizes the prevalence of food allergies among children. An estimated 4%–6% of children in the United States have a food or digestive allergy. In some instances, allergic reactions to foods may be severe and even life threatening and allergic reactions to foods have become the most common cause of anaphylaxis in community health settings. Thus, in accordance with Ohio Revised Code Section 3313.719, this policy is intended to create a framework for protecting students with known food allergies and to reduce the likelihood of severe allergic reactions while at School.

NOTICE: SOUTHEAST OHIO CLASSICAL ACADEMY IS NOT A PEANUT- OR TREE NUT-FREE ENVIRONMENT AND IT REMAINS THE STUDENTS' RESPONSIBILITY TO AVOID POTENTIALLY HARMFUL FOOD PRODUCTS.

Parent Responsibilities

Parents and guardians of students with allergies, or students eighteen or older with allergies, shall:

- Promptly notify the Principal when they become aware that their student has a food allergy and at the beginning of each school year thereafter. The notice shall include a healthcare provider documented allergy and a diet modification order, if necessary;
- Provide the School with prescribed emergency medications;
- Execute a medication authorization form, and/or permission to carry and self-administer epinephrine auto injector (epi-pen) form;
- Educate their students about allergy management at School. Allergy management

education includes, without limitation, identification of “safe foods” and the vigilance required to self-monitor food products available at school functions.

SOCA, upon receiving proper notification that a student has a food allergy, shall:

- When serving students, make all reasonable efforts to ensure the SOCA dining area is nut-free;
- Cooperate with the student and his or her parents or guardians to reduce the likelihood of an allergic reaction at School;
- Maintain any student-provided medication for emergency use;
- Make efforts to inform appropriate School staff and administrators of the student’s food allergy and related needs;
- As needed, provide students (in the first grade and above) with flexible seating to accommodate food allergies;
- Encourage any private food vendors who may come to school to screen and label foods served at various School functions; and
- Train selected faculty and staff on the emergency use of epinephrine auto-injectors annually.

All parent/guardians, students, faculty, and staff are encouraged, but are not required to:

- Carefully read all labels and explain those labels to their child(ren) prior to sending any food product to the School or a School event, e.g., class parties, bake sales, etc.; and,
- When providing food for the class on a special occasion, be sure to make only nut-free options.

Diabetic Care

Southeast Ohio Classical Academy is committed to ensuring that each student enrolled in the school who has diabetes receives appropriate and needed diabetes care in accordance with an order signed by the student's treating physician. The diabetes care to be provided includes any of the following:

1. Checking and recording blood glucose levels and ketone levels or assisting the student with checking and recording these levels;
2. Responding to blood glucose levels that are outside of the student's target range;
3. In the case of severe hypoglycemia, administering glucagon and other emergency treatments as prescribed;
4. Administering insulin or assisting the student in self-administering insulin through the insulin delivery system the student uses;
5. Providing oral diabetes medications;
6. Understanding recommended schedules and food intake for meals and snacks in order to calculate medication dosages pursuant to the student's physician's order;
7. Following the physician's instructions regarding meals, snacks, and physical activity;

and

8. Administering diabetes medication, as long as the conditions described below are satisfied

Within fourteen (14) days after SOCA receives an order signed by the student's treating physician, the Principal or his/her designee will inform the student's parent or guardian that the student may be entitled to a Section 504 Plan regarding the student's diabetes. With regard to the administration of diabetes medication:

1. The diabetes medication may be administered by a licensed provider, or in the absence of such person, such medication can be administered by a school employee who has received training provided by the Board that complies with the Ohio Department of Education's training guidelines, and complies with the following additional requirements:
 - a. The training must be coordinated by a medical or osteopathic doctor, a registered nurse, or a licensed practical nurse with expertise in diabetes.
 - b. The training will take place prior to the beginning of each school year or, as needed, not later than fourteen (14) days after the Board receives a physician's order related to a student with diabetes.
 - c. Upon completion of the training, the Board will determine whether each trained employee is competent to provide diabetes care.
 - d. The medical or osteopathic doctor, registered nurse, or licensed practical nurse who provided the training will promptly provide all necessary follow-up training and supervision to an employee who receives training.
2. The Principal of a school attended by a student with diabetes will distribute a written notice to each employee containing the following information:
 - a. A statement that the school is required to provide diabetes care to a student with diabetes and is seeking employees who are willing to be trained to provide that care.
 - b. A description of the tasks to be performed.
 - c. A statement that participation is voluntary and that the school center will not take action against an employee who does not agree to provide diabetes care, including that the employee will not be penalized or disciplined for refusing to volunteer to be trained in diabetes care.
 - d. A statement that training will be provided by a school nurse, a medical or osteopathic doctor, a registered nurse, or a licensed practical nurse with expertise in diabetes to an employee who agrees to provide care.
 - e. A statement that a trained employee will not be subject to disciplinary action by the Board for providing care or performing duties to students with diabetes.
 - f. A statement that a trained employee is immune from liability for damages in a civil action for injury, death, or loss to person or property allegedly arising from

providing care or performing duties (unless the act or omission constitutes willful or wanton misconduct).

- g. The name of the individual to contact if an employee is interested in providing diabetes care.

The school employee can only administer diabetes medication as described above if the requirements of this policy are met.

A student's diabetes medication will be kept in an easily accessible location.

A student with diabetes will be permitted to attend to his or her diabetes care and management, in accordance with the student's physician's order, during regular school hours and school sponsored activities only if:

1. The student's parent or guardian provides a written request that the student be permitted to attend to his or her diabetes care and management while at school; and
2. The student's physician has authorized such self-care and determined that the student is capable of performing diabetes care tasks.

A student with diabetes is permitted to perform diabetes care tasks in a classroom, in any area of the school or school grounds, and at any school-related activity. The student must have access to a private area for performing diabetes care tasks if the student or the student's parent or guardian makes such a request.

A student with diabetes is permitted to possess on the student's self at all times all necessary supplies and equipment to perform diabetes care tasks. If the student performs any diabetes care tasks or uses medical equipment for purposes other than the student's own care, the Board will revoke the student's permission to attend to the care and management of the student's diabetes.

By December 31 of each year, the Board will report to the Ohio Department of Education the following information regarding students with diabetes:

1. The number of students with diabetes enrolled in SOCA during the previous school year; and
2. The number of errors associated with the administration of diabetes medication to students with diabetes during the previous school year.

Sick Students

Sick children should not be in school. Any child who has a fever or is contagious (e.g., with pink eye, strep, the flu) should be kept home. Before a student may return to school, fevers must resolve and the student must be symptom-free without medication for 24 hours.

Lice Policy

Lice is an extremely contagious issue that can easily spread through a school. Children suspected of lice (scratching heads, visible lice or nits) will be checked by trained staff in the privacy of the clinic. Should lice be found, siblings may be checked as well. Children suspected of having head lice may not attend school. Parents will be notified of the situation and asked to pick up their child. SOCA's policy requires that no lice or nits (white eggs) be present when the child returns to school. Proof of treatment must be furnished before the child is readmitted to class. Students will be rechecked within 10 days of treatment to see if further treatment is necessary. If a head lice issue prevents a child from attending school, SOCA will provide missed work within 24 hours for the student to complete in accordance with the excused absence policy outlined above.

Student Fees and Supplies

Textbooks

Southeast Ohio Classical Academy provides students in 5th grade and up with paperback copies of some literature books free of charge. Students are encouraged to annotate these books as they read them with the class and to add them to their home libraries when the class is finished. If, upon receiving a book, you have questions about whether it is yours to keep after the school year, please ask your child's teacher.

SOCA takes on the extra expense of providing students with some literature books free of charge because we hope to cultivate a love of reading, and because annotation is an important skill. If you would like to make a donation to the school to help offset the cost of these books, please make a check payable to Southeast Ohio Classical Academy in the amount of \$60 (the cost per child of literature books alone) or any amount you choose. Donations are optional.

Other textbooks belong to the school and must be used year after year. Students are issued textbooks at the beginning of the year and are expected to keep them in good condition. Textbooks that travel home with the student should be carefully covered in paper (not cloth) at the beginning of the year and returned to the teacher when the class has concluded.

Textbook Return

The due date to return all textbooks will be within the final three (3) days from the last day of classes for each term (semester). All textbooks should be returned to the teacher.

Textbooks that are returned by mail must be postmarked by the due date to not be considered late. Any books returned or postmarked after the return date will be charged a late fee of \$20 per book during the late fee period (eight business days from the due date).

Any books kept by the student after the late fee period will be billed to the student's account at full replacement values as determined by the main office and administration. A hold will be put on the student's account until fees are paid.

Students who do not return their textbooks or who return them damaged will be charged for the cost of replacing the textbooks. In the case that reimbursement has not been made for lost or damaged materials, no further materials will be issued to that student until the past due fees are paid.

If a student has received an incomplete or an extension from their teacher, the Principal may grant a textbook usage extension. This requires the student to submit written documentation from the teacher.

Please note that any outstanding balances for fees of textbook replacement costs assessed after the late fee period is over will follow a normal collection process. Grades and scores may be withheld if fees are not paid.

Fees

From time to time the school may charge fees to its families for the purpose of funding expenses related to athletics, transportation, classroom supplies, band, orchestra, art, elective courses, activities, field trips, etc. All charges and fees must be authorized by the Principal. All financial obligations must be rectified prior to registration for the upcoming school year. Students with outstanding balances will not be issued report cards or be permitted to register for the next school year. In cases of financial hardship, parents should inquire with the School office about receiving a fee waiver.

Extracurricular Activities

Eligibility

Extracurriculars enrich a student's life at the school. Southeast Ohio Classical Academy's goal is to encourage students to prioritize academics, but also to provide meaningful opportunities to compete and flourish as young men and women. Participation in extracurricular activities, however, is a privilege that is contingent on school attendance, academic performance, and good behavior.

Only enrolled students may participate in SOCA extra-curricular activities, though the Principal may grant exemptions in specific circumstances and for specific events.

Students participating in any school-sponsored event or extracurricular activity falling on a regular weekday must have been in attendance at school the day of the event, otherwise they will be disallowed from participating in the event. Additionally, students who are considered truant based on this policy manual may be disallowed from participating in any extracurricular activities sponsored by the school.

Students with either two Ds or one F are ineligible to participate in extracurricular activities. Grades are based upon regularly scheduled progress reports, which occur at the mid-term and end of each academic grading period. Ineligible students will not become eligible until the following progress report or later.

Student athletes may still practice at the discretion of the coach if they are ineligible to compete.

Any student who receives three pink slips in a semester will be ineligible to participate in extracurricular activities for the remainder of the semester. Any student who receives five pink slips in a year will be ineligible for participation in extracurricular activities for the remainder of the year.

Ultimate discretion on eligibility is the responsibility of the Principal.

Clubs

The school will sponsor a number of student clubs that enhance the curriculum of the school and are in keeping with the school's mission. The school will not sponsor clubs that are open to only part of the student body, including clubs for students with particular religious or political views. All clubs must have an active faculty sponsor and be approved by the Principal.

Special Events

Special events or parties held during a significant part of the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum.

Any special event or party must be approved by the Principal a minimum of 3 weeks prior to its scheduled date. Approval for one year does not carry over to the next.

Sports

All student-athletes will need to complete a physical and sign a release form before they will be allowed to participate in any school-sanctioned sport activity, including practice. These forms are available in the front office and on the school website.

SOCA encourages students to participate in sports outside of the school day, whether at Southeast Ohio Classical Academy or at another school if we do not offer the sport in question. In all cases, a student's academic needs and performance are the foremost priority and take precedence over athletics. Similarly, disciplinary consequences will take precedence over athletics.

Southeast Ohio Classical Academy will make every effort to develop a modest athletics program that focuses on sportsmanship and the school's core virtues. The school will consider adding new sports by weighing student interest, the number of potential participants, the school's general capacity to support new sports and teams, and the likelihood of a sport's longevity in the culture of the school.

Student Publications

Student publications must uphold SOCA's mission, philosophy, core virtues, and policies. The purpose of such publications is to inform the SOCA community of school-related events, achievements, and business. In addition, student publications are a way for students to learn and to practice responsible writing and journalism. Student editorials are permitted, subject to prior review by the Principal. Employees of the school or parents may not use student media to proselytize their own views on controversial issues. The Principal acts as the final editor in all cases.

Volunteers

Southeast Ohio Classical Academy rests on a partnership between the school and families who choose to enroll their students. Volunteering is a crucial element in that partnership. SOCA relies on volunteers during carline, at lunch and recess, in the classroom, and in other events sponsored by the school.

The classical model of education prioritizes the role of the teacher in the classroom, direct instruction, and Socratic conversation. For these reasons, the school's volunteering needs are primarily in assisting teachers in their administrative and supervisory tasks.

The school also seeks qualified and interested parents to help with clubs, chaperone activities, and assist the school in developing a culture of respect and responsibility.

Volunteer Background Checks

If an adult plans to volunteer with students (such as coaching, field trip chaperones, student tutoring, etc.) the individual must complete a volunteer registration form. If the adult will be responsible for student supervision, the parent must go through an additional background check, the cost of which the parent is responsible for paying. The school conducts the complete

background check to ensure the individual is clear of anything in their past which would prevent them from working with children.

Volunteer Confidentiality

Volunteers often inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential.

If a volunteer has a concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty members involved or the Principal. The matter may also be brought to the attention of the Board of Directors by following the grievance policy explained in this manual. Under no circumstance is it acceptable for a volunteer to confront a teacher about an issue when students are present.

If a volunteer disregards the confidentiality policy, the privilege of volunteering may be revoked.

Visitors

Sign-In

SOCA has a mandatory sign-in procedure for all visitors on campus, including parents. Any visitor to campus between the hours of 7:50 am and 3:50 pm must first report to the school office, and will be required to furnish a U.S. federal or state-issued photo ID. The visitor's information will be stored in an electronic database to document visitors to the school. Information stored in the electronic database may be used only for the purpose of school security, and may not be sold or otherwise disseminated to a third party for any purpose.

Visitors must check in with the front office and provide identification each time they visit the school, not just the first. A visitor badge will be issued to the visitor and displayed conspicuously during the visit.

In the unlikely event that a registered sex offender attempts to gain access to the school, the authorities will be notified immediately. If a person who is a registered sex offender is visiting the school because he or she has a child enrolled at SOCA, that person will be supervised by school staff at all times during a school visit and will not have access to children without direct supervision.

Parent Visits

Classrooms, the lunchroom, and the recess areas are closed to parents during the school day except school volunteers or parents who have scheduled a formal observation. Parents and family

members are welcome to join their child for lunch. Please sign in at the office to obtain a badge prior to joining your student in the lunchroom.

During the school day, it may be necessary for a parent to drop off lunch or a forgotten item. Parents making deliveries should stop by the front office. One of the office staff members will be happy to deliver the item.

All of our teachers welcome parent/ teacher conferences as long as they are scheduled in advance and on their calendar. Teachers will be available to meet with parents during established office hours. To schedule a meeting with a teacher, please contact him or her via phone call or email.

Classroom Observations

We encourage parents to visit our classrooms to learn more about classical education and discover ways to contribute to their children's education at home. Beginning October 1 of each school year, classroom visits are available to parents by appointment.

Parents may schedule a formal observation of a student's class with the front office and check in at the office before the observation begins. A normal parent observation will last for one period, or, in K-6, two subjects at a time.

Inclement Weather

When weather threatens a school closing, SOCA will notify families via text alert. The leadership of Southeast Ohio Classical Academy will follow the decision of the Logan-Hocking Local School District to delay or close for the day. Please stay informed of the weather conditions and do not bring your child to school unnecessarily. If the school is closed there will not be a school employee on campus.

Withdrawals

We are always sorry to have a student move from SOCA. To facilitate the withdrawal of students from school, we ask that parents advise the school office of an intended withdrawal three days prior to leaving.

A parent is required to meet with the Registrar to sign the withdrawal paperwork prior to the student's departure. This will provide adequate time for contacting teachers, closing the student's records, and preparing transfer documents.

All charges, fines, and fees must be paid prior to withdrawal, and textbooks must be returned.

A student who fails to participate in seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Whenever a student withdraws from the School voluntarily, the Student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Superintendent or his/her designee of the reason for the withdrawal. If the Student voluntarily withdrew from the School as a result of a change in residence, the Superintendent or his/her designee shall notify the superintendent of the district to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Superintendent or his/her designee becomes aware that a Student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Superintendent or his/her designee shall notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two (2) weeks and shall include the Student's name, address, date of birth, School, and the district where the Student resides. Any notice given in error shall be immediately rescinded by the Superintendent or his/her designee.

SECTION 2: ACADEMIC POLICIES

Curriculum Introduction

The curriculum of Southeast Ohio Classical Academy is based on the curriculum scope and sequence offered by the Barney Charter School Initiative of Hillsdale College. This curriculum is used throughout the network of BCSI-affiliated schools, of which Southeast Ohio Classical Academy is an affiliate. While SOCA has and will continue to make curricular adjustments in order to reflect local circumstances and requirements, our School has committed to embrace and uphold the following key characteristics:

1. The centrality of the Western tradition in the study of history, literature, philosophy, and fine arts;
2. A rich and recurring examination of the American literary, moral, philosophical, political, and historical traditions;
3. The use of explicit phonics instruction leading to reading fluency, and the use of explicit grammar instruction leading to English language mastery;
4. The teaching of Latin;
5. The acknowledgement of objective standards of correctness, logic, beauty, weightiness, and truth intrinsic to the liberal arts;

6. A culture demanding moral virtue, decorum, respect, discipline, and studiousness among the students and faculty;
7. A curriculum that is content-rich, balanced and strong across the four core disciplines of math, science, literature, and history;
8. A faculty where well-educated and articulate teachers convey real knowledge using traditional teaching methods rather than “student-centered learning” methods;
9. The effective use of technology without diminishing the faculty leadership that is crucial to academic achievement; and
10. A plan to serve grades K through 12.¹

Homework

Homework is an important part of a classical education. Students who do not actively and consistently contribute to their own education, both in class and at home, will fall behind and sell themselves short. Homework takes place in the home, with all of the distractions that come with it. We encourage parents to provide a calm, quiet place for their children to complete their work. Television, music, movies, and video games seldom contribute to real learning, and we suggest that these be restricted while students are studying. At best this will extend homework time beyond what one would typically need and at worst will hinder real learning

Every student will have some homework every day. Students in grades K-6 should spend 20 to 30 minutes every evening reading, whether or not reading homework is assigned. We encourage you to choose a book to read as a family, and make a little progress on it every night.

As a general rule, a student can expect 10 minutes of homework per grade level plus additional time for reading. So, a 1st grader will have approximately 10 minutes of homework per night (plus reading time) and a 6th grader will have approximately 60 minutes, or one hour.

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the student’s organizational skills and study habits, the varying abilities of the students, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor.

For poor or uncompleted work, teachers may require students to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. Students are expected to complete all their homework.

¹ BCSI 10 Points and Model Mission, version 7.

Late Homework

One of the responsibilities of homework is to teach students responsibility and accountability. In order to accomplish this, and to ensure students do not fall behind on their school work, it is essential that students complete their work on time. Students who have an excused absence will have the number of days equal to the number of days absent to make up class and homework without penalty up to 7 days. Homework will not be sent home nor will credit be awarded for any work done during periods of unexcused absence.

Homework submitted one day late will receive 60% credit. Homework submitted more than one day late will not receive credit.

Grading

Grading is not the be-all and end-all of education. If anything, some students put more emphasis on grades than their teachers do. The grade a student receives in a class is subordinate to the knowledge the student acquires. Still, grades are a useful tool to evaluate the extent to which a student has mastered a particular subject. Therefore, grades will be assigned in all classes and subjects. Southeast Ohio Classical Academy will assign grades in order to accurately reflect the range between true mastery and insufficient knowledge of a subject. Grade inflation will be discouraged.

In Kindergarten and 1st grade we will use the following marks:

- E = Excellent Performance
- S = Satisfactory Performance
- N = Performance Needs Improvement
- U = Unsatisfactory Performance

Beginning in 2nd Grade, the following grading scale is used:

Grade	Grading scale	GPA
A+	97-100%	4.00
A	93-96.9%	3.85
A-	90-92.9%	3.70
B+	87-89.9%	3.30
B	83-86.9%	3.00
B-	80-82.9%	2.70
C+	77-79.9%	2.30
C	73-76.9%	2.00
C-	70-72.9%	1.70
D+	67-69.9%	1.30
D	64-66.9%	1.00
D-	60-63.9%	0.70
F	0-59.9%	0.00

Students will receive report cards every 9 weeks. Only semester grades will count toward a student's grade point average in the Upper School (grades 7-12). A semester grade for a class is the average (rounded to a tenth) of the numeric grades (percentages) from the two quarters in that semester.

In order to calculate a GPA, numeric grades are converted into points based on the grading scales above. Points are awarded for each class at the end of a semester. The semester GPA is calculated by totaling those points and averaging them by the number of classes taken that semester. A final GPA is determined by adding all the points from each semester and averaging them. GPAs are rounded to a hundredth. See below for further information about calculating GPA for ranking purposes in high school.

Procedures for the Regular Collection of Student Performance Data

Southeast Ohio Classical Academy shall develop procedures for the regular collection of student performance data; a plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments; and procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

SOCA shall keep records for each student **including the following:**

1. A unique State student identification code or a student data verification code as required in accordance with R.C. 3301.0714(D)(2);
2. A list or designation of which tests are required and which tests are not required;
3. A list or designation of which tests, required or not required, are taken and which are not taken at each test administration period;

4. Score for each test taken;
5. Whether each student obtained the requisite performance standard designated for each required test;
6. What if any tests must still be taken;
7. Whether or not intervention must be provided; and
8. For each test required for graduation (when applicable grades are added), the date passed must be recorded on the student's transcript. No information shall be on the student's transcript for a test not passed. When a student who has taken State-mandated tests in one (1) school leaves that school to enroll in another school, the school previously attended shall provide, immediately upon request by a school official from the enrolling school, all applicable records set forth above.

Procedures for Using Student Performance Data to Evaluate the Effectiveness of Intervention Services and, if Necessary, to Modify Such Services

Southeast Ohio Classical Academy shall utilize diagnostic and performance assessments that are nationally-normed and aligned with State-standards to measure student performance data. Data will be collected to determine student performance in reading, math, language arts and life sciences and the effectiveness of intervention services.

The student performance will be measured after each diagnostic and performance assessments and compared with previous assessments to determine gains in each relevant subject category. Intervention and remediation programs may include by way of illustration, one-on-one tutoring, computer-assisted remedial curriculum, small group intervention and/or one-on-one student/teacher interaction will be employed. Subsequent diagnostic and performance assessments will be employed after implementation of intervention and remediation programs to determine efficacy and effectiveness of such programs.

Reporting Student Progress

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the school will inform parents of their student's academic progress in the following ways:

- If a student is determined to be significantly below grade level, a meeting will be scheduled with a parent, the teacher, and other faculty as deemed appropriate.
- Progress reports will be available at the midpoint of the quarter and the end of the quarter for all students.
 - If a student has earned a D in two or more classes, or earned an F in one or more classes, in such cases a student will be ineligible for extracurricular activities.

- Progress reports at the end of each quarter will contain comments on student progress from the teacher.
- Quarterly, parent-teacher conferences will occur to discuss the student's academic progress.
- Parents have the ability to review student progress via online access to Southeast Ohio Classical Academy's teachers' grade books.
- Printed report cards will be sent home with students at the end of each semester.
- Final report cards will be mailed home to all students after the conclusion of each semester.
- Final report cards will be mailed approximately two weeks after the end of the school year.

In general, grades will be posted within seven business days after the due date of the assignment unless otherwise notified by the teacher or the syllabus. Parents are able to monitor missing assignments online. Parents are encouraged to notify the teacher and the principal if there is no assignment/grade information for a particular academic subject or course.

Teacher Conferences

Parent teacher conferences occur (at minimum) during the first and third quarters. At the end of the second and fourth quarters teachers provide extensive comments on students' report cards. During the school year, a parent/ teacher conference may be scheduled at any time a parent or the teacher thinks one is necessary. To schedule a conference with a teacher, please contact him or her via a phone call. Teachers will be available to meet during posted office hours.

Student Placement

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. Southeast Ohio Classical Academy will respect the promotion and retention decisions from the school from which a student transfers. If students new to the school are found to be reading more than one grade level behind their existing peer group, they may be asked to enroll in the grade level deemed appropriate by the teacher and principal. If the parent chooses that the student be placed at the grade level in which the student originally enrolled against the advice of the teacher and principal, a signed document of this choice will become part of the student's permanent file.

Promotion and Retention

The purpose of promotions and retentions is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental or physical development would not allow satisfactory progress in the next higher grade. In certain cases—especially the academic cases detailed below—school administration may recommend or require that a student be retained.

The Principal shall:

1. Require a student be retained if he/she is truant (unexcused absence) 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;
2. Require that parents are informed in advance of the possibility of retention of a student at grade level; and,
3. Have the final responsibility for determining the promotion or retention of each student, except for third grade students, as per the Third Grade Guarantee.

Promotion/ Retention of Students in Kindergarten through 5th Grade (Excluding 3rd Grade Students)

A student will be considered for promotion only if he or she can read just above grade level and is competent in the other core subjects (English, Math, History, Science, and in sixth grade, Latin). Students in Kindergarten through second grade must achieve minimum levels of mastery with the English phonograms taught in the SOCA phonics and literacy curriculum.

Students who fail end of course exams in reading or math may be retained.

Promotion/ Retention of Students in 3rd Grade

In accordance with Section 3313.608 of the Ohio Revised Code, the Governing Board (the “Board”) of Southeast Ohio Classical Academy adopts this Student Promotion and Retention Policy in order to address third grade reading and grade level promotions within SOCA.

SOCA 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 to their needs at

the various stages of their growth.

It shall be the policy of the Board that each student is moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. A student will be promoted to the succeeding grade level when he/she has:

1. Completed the State-mandated requirements at the presently assigned grade;
2. In the opinion of his/her principal and the teachers, achieved the instructional objectives set for the present grade; and,
3. Demonstrated sufficient proficiency to permit him/her to move ahead to the educational program of the next grade.

Interventions Regarding the Promotion/ Retention of Students in 3rd Grade

For any student who does not attain by the end of the third grade at least a score in the range designated by statute in the reading test prescribed under R.C. 3301.0710(A)(2)(c), Southeast Ohio Classical Academy shall offer intensive remediation services during the summer following third grade. No student shall be promoted to the fourth grade who attains a score in the range designated by R.C. 3310.0710(A)(3) on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade unless one of the following applies:

1. The student is limited English proficient student who has been enrolled in United States schools for less than two (2) full school years and has had less than two (2) years of instruction in English as a second language program; or
2. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323 and the student's individualized education program (IEP) exempts the student from retention under this division; or
3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education (ODE); or
4. All of the following apply:
 - a. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323;
 - b. The student has taken the third-grade English language arts achievement assessment, as prescribed;
 - c. The student's IEP under Section 504 of the Rehabilitation Act of 1973, as amended, shows that the student has received intensive remediation in reading for two school years, but still demonstrates a deficiency in reading; and,
 - d. The student previously was retained in any of grades kindergarten to three. Or
 - e. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of

grades kindergarten to three. Any such student shall continue to receive intensive reading instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low-performing readers.

Retention Exemptions Under the 3rd Grade Reading Guarantee

Each school year, a student must reach the state determined cut-score on the state assessment to move on to the fourth grade. If a student does not reach the state mandated required passing score, the student may still move on to fourth grade if she or he meets the qualifying exemption:

These exemptions apply to:

1. Limited English proficient students who have been enrolled in U.S. schools for less than three full school years and have had less than three (3) years of instruction in an English as a Second Language program;
2. Special education students whose IEPs specifically exempt them from retention under the Third Grade Reading Guarantee;
3. Any student who has received intensive remediation for two years and was previously retained in kindergarten through the third grade; and
4. Students who demonstrate reading competency on a Reading Alternative approved by the Ohio Department of Education.

Third Grade Guarantee Alternate Assessment Procedure

No school district shall promote to fourth grade any student who does not attain at least the equivalent level of achievement designated under division (A)(3) of section 3301.0710 of the Revised Code on the assessment prescribed under that section to measure skill in English language arts expected at the end of third grade as demonstrated by an acceptable level of performance on an alternative standardized reading assessment determined by the department of education.

Summer Promotion Under the 3rd Grade Guarantee

Southeast Ohio Classical Academy may elect to administer a new standardized reading assessment provided by ODE (to act as a summer version of the Grade 3 state reading assessment). If the student participates in the remediation services and demonstrates reading proficiency in accordance with standards adopted by the department prior to the start of fourth grade through the alternative assessment, SOCA shall promote the student to the fourth grade in

the fall.

If a student does not demonstrate proficiency on the alternative assessment after completing the summer reading intervention program, the student should continue to receive intensive reading remediation services appropriate for the student's reading deficiency.

The administration of the summer exam will be the same as the spring assessment with regard to administration procedures and the cost of the assessment. Students will be required to reach the ODE retention cut score in order to qualify for summer promotion. Students who receive a summer promotion should continue to receive appropriate reading intervention in the fourth grade.

Student Reenters the 3rd Grade – Retention into 3rd Grade

If the student does not demonstrate proficiency in reading during the summer, then the student will be considered a retained student. The student will enter the third grade for the second time. Any promotion after the start of the school year, even as early as September, would be a midyear promotion.

Midyear Promotion in the 3rd Grade Guarantee

Any student retained by the Third Grade Reading Guarantee is eligible to be promoted during that school year in accordance with Southeast Ohio Classical Academy's established midyear promotion policy based on ORC. Such action shall be considered in consultation with the parent/guardian, classroom teacher, and/or reading teacher with the concurrence of the building administrator and approval of the Principal. A student must show that she/he has attained on-level reading for mid-fourth grade to be promoted at mid-year to fourth grade.

If the school believes a student may be eligible to be promoted midyear, the Principal will be encouraged to offer that student appropriate fourth grade instruction in all other subject areas. This will help ensure the student is academically prepared in the other subject areas when promoted midyear.

Southeast Ohio Classical Academy will determine the appropriate fourth grade instruction for the student by:

1. Determining the measures that will be used to assess proficiency in each subject; and
2. Assessing whether the student can demonstrate proficiency in "end of third grade standards" for mathematics, science and/or social studies.

Although a student may receive appropriate fourth grade instruction in the other subject areas, the student will still be considered a third-grade student unless promoted midyear or formally accelerated. If a student received fourth-grade appropriate instruction during their retained

third-grade year, but did not meet the requirements for midyear promotion, the student will enter fourth grade the following year, and potentially have a stronger foundation in the other subject areas.

Once a student is promoted midyear, they are considered a fourth-grade student in all subjects and will take the fourth-grade state assessments.

Promotion/ Retention of Students 6th-8th Grade

A student must attain a 1.7 GPA (C- or higher) in each of the core subjects (English, Math, History, Science) to pass to the next grade. If a student does not earn a 60% or above in any semester of a high school credit course (Algebra I, Geometry, Algebra II, Latin I-III), then the student must retake the course in order to receive credit.

Students who fail end of course exams in reading or math may be retained.

Academic Honesty

Plagiarism

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a student turns in is his or her own. Plagiarism compromises this system, is unfair to other students in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply paraphrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the student has the responsibility to ask how an author should be used in an assignment.

Whenever a student has been caught plagiarizing, the following process will be followed.

- The teacher will keep a copy of the student's assignment and, whenever possible, a copy of the plagiarized work.
- The teacher will discuss the matter with the student.
- The teacher will inform the principal of the plagiarism.
- A disciplinary referral will be issued.
- Either the teacher or the principal will inform the student's parent(s) of the plagiarism.
- The student will receive an F (an automatic zero) on the assignment if it is the first offense.
- For a second offense, the student will fail the entire course, and further disciplinary action, to include suspension or expulsion, may be instituted.

- Instances of plagiarism may be placed in the student's permanent record.

Cheating

Like plagiarism, cheating will not be tolerated by any teacher in any subject. Cheating occurs when a student uses someone else's work or a prohibited source of information in order to gain an unfair advantage on a test or an assignment and to avoid doing his own work. Cheating comes in many forms. One student copying off another, a student using a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as his own are all examples of cheating. The same process outlined for plagiarism will be followed for instances of cheating, including that students caught cheating will fail the assignment. A student who allows others to copy his work will also be held accountable in the same fashion.

Academic Prevention, Intervention and Student Services

In furtherance of our mission and in order to meet federal guidelines, Southeast Ohio Classical Academy admits all students, based on available seats, without knowing the special needs of any student before a seat is offered.

SOCA will offer a continuum of special education services and placements for the special needs of students. SOCA provides in-class accommodations, pull-out tutoring, and resource time for students with special needs. We also contract with providers for therapeutic services (occupational therapy, speech and language therapy, counseling) that the school cannot offer on its own.

When a child with special needs is accepted into SOCA, the family will be informed of the services and staffing levels provided by the school. If a child has special needs that the SOCA staff cannot adequately address with the current staffing and services, the school will convene an IEP meeting to discuss the provision of comparable services and/or other appropriate school placement and services.

SOCA's Student Services program rests on three pillars of instruction: explicit phonics instruction, arithmetic skills, and organization. Since classroom time is crucial for all students to develop these skills, Student Services will create and lead resource class time for students who need extra help. The goal is to reinforce what is learned in the classroom and to help the student develop independence.

In accordance with Section 3313.6012 of the Ohio Revised Code, the Governing Board (the "Board") of Southeast Ohio Classical Academy adopts this Academic Prevention/ Intervention Policy in order to address prevention and intervention services within SOCA.

In accordance with this Policy, Southeast Ohio Classical Academy shall provide prevention/intervention services in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, social studies or science achievement test and/or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment. Intervention services will be commensurate with the student's test performance in each such test area including prevention, intervention, or remediation. Such prevention, intervention, or remediation programs may include, but is not limited to, remedial program content, one-on-one teacher/student interaction, computer-assisted remedial course material, student-specific tutoring intervention, and/or small group interaction.

During the school year following the year in which the tests prescribed by R.C. 3301.0710(A)(1) are administered to any student, SOCA shall provide appropriate intervention services, commensurate with the student's test performance, including any intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608 or R.C. 3313.6012, in any skill in which the student failed to demonstrate at least a score of proficient level on an achievement test.

For each student required to be offered intervention services, SOCA may involve the student's parent or guardian and classroom teacher in developing the intervention strategy and shall offer to the parent or guardian the opportunity to be involved in the intervention services.

State Assessments and State Required Tests

Our curriculum is not designed around the state assessments and our teachers do not “teach to the test.” We do dedicate some time to test preparation, but to do so excessively would detract from the classical course of study that SOCA provides. Test preparation has less to do with content than it does with the form and manner in which test questions are written, as well as the order in which certain subjects are placed in the general state curriculum. Our curriculum in Lower School math, for instance, follows a rational order that deepens and broadens student knowledge, but not in an order that aligns perfectly with the math subjects in the state exams. In order to do well on these assessments, we will supplement our curriculum where necessary.

Southeast Ohio Classical Academy shall assess student achievement and needs in all program areas in compliance with State law, the rules adopted by the State Board of Education and the Community School Contract. The purpose of such assessments will be to determine the progress of students and to assist in attaining student performance objectives and educational achievement goals of SOCA.

Southeast Ohio Classical Academy shall administer all State-mandated tests to students at the times designated by the State Board of Education. “Achievement tests” for the purpose of this Policy are defined as those aligned with the Ohio academic content standards and model

curriculum, designed to measure a student's level of skill in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Ohio graduation requirement.

“Diagnostic assessments” for purposes of this Policy are defined as those aligned with Ohio academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level. Southeast Ohio Classical Academy will administer diagnostic assessments pursuant to Section 3301.0715 of the Revised Code.

All statewide tests shall be administered in accordance with Rules 3301-13-01 and according to procedures outlined in 3301-13-02 of the Ohio Administrative Code.

In addition to achievement tests and diagnostic assessments, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but are not limited to, teacher observation techniques, cumulative student records, and/or student performance data collected through standard testing programs.

Any student receiving special education services may be excused from taking any particular test required if the individualized education program (“IEP”) developed for the student excuses the student from taking that test and instead specifies that an alternative assessment method be used. The Alternative Assessment for a Student with Disability (“AASWD”) is approved by the Department of Education to evaluate the performance of students with the most significant cognitive disabilities for whom regular assessments, even with accommodations, are not appropriate. In general, the IEP shall not excuse the student from taking a test unless no reasonable accommodation can be made to enable the student to take the test. In that case, the school shall use AASWD to test students needing an alternate form of assessment.

Southeast Ohio Classical Academy shall not use any student's failure to attain a specified score on any State-mandated test as a factor in any decision to deny the student promotion to a higher-grade level, except as provided by law.

For students in K-6 grade, the state of Ohio requires standardized testing (insert test name here) in reading and science for Grades 3-6, as well as mathematics in 5th grade. While we are required to participate in these exams and will take them seriously when they arrive in the spring, our approach differs from that in many public schools and deserves a comment.

Standardized testing is a form of collecting some quantitative and (to a lesser degree) qualitative information about student academic achievement. However, performance on state tests is not the

purpose for the study of a classical, content-rich curriculum. State testing is viewed as a milestone that students pass. It is not the destination.

Number of Exams:

3rd Grade: 4

4th Grade: 2

5th Grade: 3

6th Grade: 22

Please consult the school calendar for the testing schedule. On state testing dates, campus is closed to visitors and students may not be picked up early from school. Please plan accordingly.

Third Grade Reading Guarantee

If applicable to the grade levels served by Southeast Ohio Classical Academy, the School shall administer the required achievement tests, perform remediation and retain students as set forth in the School's Third Grade Reading Guarantee Policy.

Controversial Subjects

Religion

Western civilization has had and continues to have an ongoing, vigorous, and thoughtful conversation concerning the place of religion in human life. We will encourage such discussions as they arise from the material that students engage, and will respect the diverse viewpoints that such a topic elicits, so long as those views are offered respectfully and with the solemnity they merit.

In the course of history and literature classes, SOCA curriculum will include texts, stories, histories, and beliefs connected to Judaism, Christianity, Islam, Buddhism, and Hinduism. Knowledge of these topics is crucial to understanding the modern world and much of our own history. Teachers will address these topics without either advocating or undermining religion in general or any specific faith.²

Evolution

SOCA embraces a rigorous program in the natural sciences. In biology, the school will teach the theory of evolution as found in the standard high-school biology textbooks and as also taught at the college level in both secular and (many) religious colleges.

² National, 39.

The theory of evolution is largely misunderstood today by the general public. Much of what constitutes the teaching of evolution concerns adaptation of species to their environment and change over time. A great many of these phenomena are observable. A very small percentage of evolutionary theory deals with the more controversial issue of the origins of life. This latter aspect of evolution, to the extent it is taught, will be introduced to students briefly with a great deal of circumspection; it is not a central part of the theory. Furthermore, the study of science will be confined to the investigation of the physical world. It is not the place of science to make metaphysical claims nor to confirm or deny the validity of religion or the existence of God.

SOCA recognizes a clear distinction between science and scientism. Science is the continued research into the natural world in order to find the most plausible explanations for natural phenomena. Scientism is the belief—and it is a belief—that science is the only means of understanding our world, thus excluding other ways of interpreting the world, such as through literature or religion. Keeping in mind this distinction, the teachers at SOCA will leave matters of faith up to students and their parents and recommend that students discuss them with their parents. The role of a teacher in a public school is neither that of preacher nor of skeptic. Science teachers will teach science without comment on religion. Teachers, students, and parents must realize that a biology class has a particular purpose and is not the proper venue for a philosophical or theological discussion on the existence of God or claims relating to the activity of God or absence thereof in the natural world.³

Human Sexuality

At SOCA, we believe parents own the fundamental responsibility for their children's education, which includes the areas of morality and sexuality. The school's role, at most, should be viewed as a supportive one. It is apparent that sexuality is more than biology and physiology. It also encompasses morality, spirituality, and the emotions. Because it is a part of the whole human experience, it must be taught with circumspection and sensitivity.

We believe children are naturally modest concerning their bodies and are not ready to learn everything at once. They are naturally curious, however, and need to get answers to their questions in a way appropriate to their stage of development. In teaching this topic, we want to minimize the embarrassment associated with it.

In the course of our usual science curriculum, 5th grade students will learn about human reproductive organs, reproduction, and the menstrual cycle. The class will be taught in a gender-separated environment. Parents will be notified 7 days beforehand and have the opportunity to preview the materials the class will be reading. Parents will also have the opportunity to attend a meeting with the teacher(s) prior to the section on sexuality. Sexual intercourse will only be discussed in the context of a monogamous relationship between two

³ BCSI, "Policy on the Teaching of Evolution."

people of opposite sexes. Parents will have the choice of having their children opt out of this portion of the class, which will be taught during the regular science time.

In addition, as mandated by the state, sex education will be taught in the high school in the context of human health. Sex education via the health class will be taught in a gender-separated environment.

Character education is an integral part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. Our teaching of human reproduction is a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

Employees will not discuss their personal lives on such matters with students.

Videos in the Classroom

From time to time, videos or other media may be used to support a classroom lesson. To be used in class they must meet a specific curricular objective and will not have profane language or sexually explicit material. Teachers must receive prior approval from the Principal to show a video more than 15 minutes in length.

Students will not be shown a full movie in class without prior parent permission.

SECTION 3: ADDITIONAL POLICIES & PROCEDURES

Admissions and Enrollment

For current enrollment information, including grades offered, class sizes, admissions deadlines, and enrollment lotteries, please visit the school's website at socacademy.org.

Open Enrollment

The Southeast Ohio Classical Academy Board and Administration shall permit the enrollment of students from any district within the state of Ohio, provided that each enrollment is in accordance with the laws of this State, the provisions of this policy, and the administrative guidelines established to implement this policy. Southeast Ohio Classical Academy may also admit out-of-state students, pursuant to its policies.

Admissions Eligibility

Southeast Ohio Classical Academy is open to all students who reside within the State of Ohio, subject to availability. At the time of enrollment and re-enrollment, students will be required to demonstrate permanent residency within the State of Ohio. Students whose residence is not fixed or regular will be evaluated on a case-by-case basis in keeping with governing state and federal laws.

SOCA will not discriminate on the basis of race, color, ethnic background, sexuality, national origin, gender, or disability in administration of its educational policies, admissions policies, athletics, and other school-administered programs.

Admission to Southeast Ohio Classical Academy is open to any student in grades kindergarten through grade 7 for the 2025-2026 school year. Southeast Ohio Classical Academy will not charge tuition. Southeast Ohio Classical Academy will not discriminate in its pupil admission policies or practices on the basis of race, creed, color, religion, national origin, ancestry, sexual orientation, disability, sex, intellectual or athletic ability, measures of achievement or aptitude, or any other basis. Admission is open to students on a statewide basis. Upon admission of a student with a disability, SOCA will comply with all federal and state laws regarding the education of students with disabilities.

Southeast Ohio Classical Academy will admit the number of students that do not exceed the capacity of SOCA programs, classes, grade levels or facilities. Southeast Ohio Classical Academy will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. Priority for enrollment shall be given to returning students. Preference may also be given to siblings of students attending the school the previous year and students who are children of full-time staff members employed by the school. The preference provided to children of full-time staff members shall be less than five percent of the school's total enrollment. If on the deadline date for a lottery drawing the number of applicants exceeds the capacity restrictions set for SOCA programs, classes, grade levels or facilities, a lottery drawing will be held. Any and all enrollment period(s) will be as stated on the SOCA website; if enrollment exceeds capacity a lottery will be conducted. The lottery drawing places children in order for possible enrollment into the school. As the School operates and accepts students year-round, if other places become available (after the lottery), students are accepted from a prioritized wait list based on the results of the lottery or, if there is no waitlist, then on a first come first serve basis. If a lottery is necessary, it shall take place at a public location. All parents of children selected in the lottery will be notified of the selection by email and/ or phone. Parents will have three (3) business days from receipt of the email and/ or phone call to contact SOCA regarding their decision. If a parent does not respond within three (3) business days of receipt of the email, the school will select another child from the lottery. Notwithstanding the above, in the event the racial composition of the enrollment of SOCA is in

violation of a federal desegregation order, SOCA shall take any and all corrective measures to comply with the desegregation order.

Admission forms and deadlines will be available in the school office and at socacademy.org.

Limited Availability

SOCA will determine the number of seats to be offered in each grade on an annual basis. While it is our expectation that such numbers will be determined prior to the Open Enrollment period, the school may decide to revise these numbers prior to the beginning of the new school year.

Open Enrollment will be held during the spring semester each year; exact dates will be posted at socacademy.org and available in the school office. Families of enrolled students who wish to re-enroll will be required to submit a re-enrollment form for each student prior to or during the open enrollment period in order to secure each seat.

At the end of the Open Enrollment period, the school will admit students in the following order:

1. Current students who have submitted re-enrollment forms.
2. Applicants who are next-of-kin to any teachers, staff, or board members.
3. Applicants who have siblings already admitted to the school.
4. Students of Logan-Hocking Local School District
5. All other applicants.

If the number of applicants exceeds the number of available seats in any grade, a random lottery process will be used to select admitted students from the pool of applicants. The lottery will also establish the order of the waitlist.

The school may, by direction of the principal, establish more seats in any grade in order to accommodate applicants who are next-of-kin to any teachers, staff, or board members

Once students are admitted at the end of the open enrollment period, families will receive notice via phone and/or electronic communication. Families will have three weeks from the date on which notices are mailed to submit enrollment paperwork. If families do not submit enrollment paperwork by the due date, then they forfeit the offered seat. Seats that become available after the enrollment period will go first to waitlisted students—in the order established by the lottery—and will then become available on a first-come, first-served basis.

The school will allow enrollment for open seats after the start of each school year, but only until such date as is determined by the Board of Directors.

Process and Criteria

In order for a student to be admitted, the following must be completed/submitted: the registration form and such other enrollment materials that SOCA deems necessary; copies of the child's original birth certificate or such alternative set forth below in the Records Upon Enrollment section of this policy, current immunization record as mandated by law, proof of residence and parent/ guardian ID. In addition, all custody or court orders pertaining to or allocating parental rights and responsibilities for the care of the student and designating a residential parent and legal custodian of the child shall be provided. Students may also need to complete an academic assessment before being placed in a classroom.

Records Release/ Transfer

Southeast Ohio Classical Academy will verify eligibility according to residency and will report names and addresses to the local school district of those students who are enrolled in SOCA. In addition, once a student is enrolled, records are requested via mail on form letters, signed by a parent or guardian, from the appropriate school of last attendance. Follow-up calls are made to buildings that have not forwarded records as requested. This notice also serves as notice to the student's district of residence as required by law. The Records Release/ Transfer includes a request for receipt of any student IEP/ETR/504 Plan that pertains to the student.

Kindergarten Admission

Southeast Ohio Classical Academy can admit to kindergarten any student whose fifth birthday falls on or before September 30 of the current school year.

Residency and Enrollment Requirements

Although Southeast Ohio Classical Academy has a statewide open enrollment policy permitting enrollment from any school or district in the State of Ohio, it is still necessary to establish a student's school district of residence before they can be enrolled in SOCA. The school district in which a parent or child resides is the location the parent or student has established as the primary residence and where substantial family activity takes place.

Residence is a place where important family activity takes place during a significant part of each day; a place where the family eats, sleeps, works, relaxes and plays. It must be a place, in short, which can be called "home." One cannot establish a residence merely by purchasing/leasing a house or an apartment or even by furnishing such a house or apartment so that it is suitable for the owner's use. No single factor is determinative; residency will be established by school leadership according to the totality of the circumstances.

The Southeast Ohio Classical Academy Board and Administration or its designee shall review

the residency records of students enrolled in the school on a monthly basis. Upon the enrollment of each student and on an annual basis, the Governing Authority or its designee shall verify to the state department of education each student's home school district, where they are entitled to attend school pursuant to §§ 3313.64 or 3313.65 of the Revised Code. Parents, guardians, or independent students age 18 and over must promptly notify SOCA using the documentation listed below when a change in the location of the parent's or student's primary residence occurs.

Upon enrollment and on an annual basis the following documents can be used to establish proof of residency for verification of a child's ability to enroll in the School and determination of the school district the student is entitled to attend under §§ 3313.64 and 3313.65. These items must be current, be in the parent's/guardian's name, and include a street address. The School shall require two forms of proof of residency for enrollment. A post office box address cannot be used to validate residency records.

- Deed or current real property tax bill
- Lease agreement
- Mortgage statement
- Utility statement or receipt of utility installation issued within thirty (30) days of the date of enrollment
- Most current bank statement available issued to the parent or student that includes the address of the parent's or student's primary residence
- Current homeowner's or renter's insurance declaration
- Paycheck or pay stub issued to the parent or student within thirty (30) days of the date of enrollment that includes the address of the parent's or student's primary residence
- Affidavit of Residency accompanied by a utility bill, lease or mortgage statement.
- Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence that does not conflict with the guidelines issued by the Superintendent of Public Instruction.

If Southeast Ohio Classical Academy and the student's home district (district of residency) disagree about residency, this policy shall prevail. In such a case, parents may be asked to provide additional information in order to resolve the dispute; however, SOCA is not obligated to ask for additional information based on other public schools' policies.

Moreover, SOCA will provide that school district with documentation of the student's residency and will make a good faith effort to accurately identify the correct residence of the student.

If a student loses permanent housing and becomes a homeless child or youth, as defined in 42 U.S.C. § 11434a, or if a child who is such a homeless child or youth changes temporary living arrangements, the district in which the student is entitled to attend school shall be determined in

accordance with division (F)(13) of § 3313.64 of the Revised Code and the "McKinney-Vento Homeless Assistance Act," 42 U.S.C. § 11431 et seq.

Records Upon Enrollment

Upon receipt of completed enrollment forms, a request for records will be made within twenty-four hours from the public or non-public elementary or secondary school the pupil most recently attended. Request for records includes any IEP/ETR/504 Plan that pertains to the student.

If the records are not received within 14 days of the date of request, or if the pupil does not present any one of the following: (1) a certification of birth; (2) a passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; (3) I-94 CARD, Permanent Resident Visa, or Green Card; or (4) a birth affidavit, the Principal or his/her designee will notify the law enforcement agency having jurisdiction in the area where the pupil resides of this fact and of the possibility that the pupil may be a missing child.

No student, at the time of initial entry or at the beginning of each school year shall be permitted to remain in school for more than fourteen days if the student has not met the minimum immunization requirements established by the Ohio Department of Health or the student presents written evidence satisfactory to the person in charge of admission and acceptable as an exception to such requirement in law.

Any of the following documents may substitute for a birth certificate: 1) a passport or attested transcript showing the date and place of birth of the child; 2) an attested transcript of a birth certificate; 3) an attested transcript of a baptism certificate or other religious record showing the date and place of birth of the child; 4) an attested transcript of a hospital record showing date and place of birth, or 5) a birth affidavit.

Out of State Tuition Requirements

1. SOCA will charge tuition to out-of-state students.
2. SOCA has discretion to limit out-of-state students.
3. SOCA has discretion to not accept out-of-state students until all enrollment periods have closed and there are spaces available.
4. Once an out-of-state student is admitted, that student will have the same right to stay in the school through grade 12 as in-state students.
5. Siblings of out-of-state students will be treated the same as siblings of in-state students for enrollment preference purposes, as explained in SOCA's enrollment policy.
6. Tuition for out-of-state students will be responsible for the applicable amount paid in foundation payments per year per child, and the parents or guardians of out-of-state

students shall pay for any special services including, but not limited to special education services, ESL services, and all other special services.

7. Tuition for out-of-state students shall be subject to annual re-evaluation.
8. Parents of out-of-state students may petition the Board for a tuition discount. The Board, in its discretion, may grant a discount. Out-of-state students who pay discounted tuition may register beginning August 1 for available seats.
9. SOCA will offer the following tuition payment options:
 - a. Payment in full by August 7th.
 - b. One half of tuition due Aug. 7th, and the balance due by Dec. 4th.

Enrollment of Expelled Students

Students expelled from another school will be admitted at the discretion of the Principal. The Principal will admit students who are being processed for expulsion and/or suspension on a case-by-case basis. In general, students facing suspension and/or expulsion for discipline problems related to drugs, alcohol, or violent behavior will not be admitted.

Grade Level Placement of Newly Enrolled Students

For students to thrive in school, they must master the fundamentals. The grade level placement policy is designed to promote educational excellence and fairness by placing students at the most appropriate level for instruction. If students new to the school are found to be reading more than one grade level behind their existing peer group, they may be required to enroll in the grade level deemed appropriate by the Principal. If the parent insists that the student be placed at a grade level higher than the one recommended, a signed document of this choice will become part of the student's permanent file.

Unpaid Fees

In order for student records and/or transcripts to be released from Southeast Ohio Classical Academy, all outstanding fees must be paid in full. These could be from the Before-School Drop-Off or After-School Pick-Off Program or from any other fees that the board has established.

Field Trips

Field trips should be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the curriculum. Field trips must be approved by the principal at least two weeks prior to their proposed date. The field trip planner will work with administration to ensure that all procedures are followed.

A permission slip must be signed and returned to the teacher by the parent/guardian of each student prior to the field trip. Students may be required to pay a fee to attend field trips. School uniforms are required on all field trips unless specifically noted otherwise and approved by the Principal. Students who have received 3 or more Pink Slips may not attend field trips without an accompanying parent.

Extended Field Trips

An extended field trip is one that requires an overnight stay. All extended field trips require individual Board approval a minimum of 90 days (180 days outside US) prior to the proposed trip. All students attending the extended field trip must have principal approval. For Upper School students, the trip must include coursework and/or lesson plans and all students must be awarded credit and a letter grade, which will be based on the accompanying coursework as well as their behavior on the trip. All extended field trips must have liability insurance protecting all the trip attendees, the school, and St. Aloysius. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc) must be paid for by increases in fees by trip participants. All adults attending the field trip are required to be currently registered volunteers. The field trip planner will work with administration to ensure that all procedures are followed.

Chaperone Policy

Southeast Ohio Classical Academy will conduct field trips and off-site events. SOCA will welcome and enlist the aid of parent chaperones. The number of chaperones for a field trip or off-site extracurricular event will be established prior to the occurrence of the event. This number will be strictly adhered to. Fees for the event must also be paid by the chaperone and are due at the same time as the student's fee for the event. If fees are not submitted by the date due another chaperone will be chosen to fill the vacancy. Chaperones must attend to assigned duties and must model the SOCA core virtues. Violators of this policy will not be allowed to chaperone any future events.

School Communication Procedures

Parent Communications to Administration, Faculty, and Staff

Southeast Ohio Classical Academy values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation must follow certain guidelines in order to be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use any of the following ways to contact or communicate with the Administration, Faculty, and Staff:

- Scheduled face-to-face meeting

- Scheduled phone call
- Message (given to the front office)
- Voice Mail
- Email

SOCA employees will not use social media or text messaging (personal phones) to communicate with parents or students.

During the school day and both immediately before and after school, teachers have their minds on teaching or imminent meetings and extracurricular activities. Parents should schedule in advance a phone call or meeting with a teacher rather than try to communicate through an impromptu conversation. Parents who are in the building for another reason should not use their access to faculty to circumvent the normal means of contacting a teacher unless that teacher clearly invites such a conversation. This policy applies to parents who are themselves teachers or other employees at the school.

The classroom teacher is the point of contact for discussing the progress and needs of students in their classroom. Instructional aides and additional support staff will not circumvent the classroom teacher to provide recommendations or updates on student performance. Instructional aides are responsible for supporting instructional needs as they are assigned by the classroom teacher or administration. It is recommended that classroom aides are present during parent-teacher meetings that pertain to students they work with during the school day.

SOCA teachers and administrators will respond to parents as quickly as possible. In general, parents should expect to hear from a teacher or staff member within twenty-four hours of contacting the school, barring weekends and holidays. While a teacher's schedule may not permit an actual meeting within that time, the teacher will attempt to make contact in some way. During busy periods, the principal may require an extra day (forty-eight hours) to respond to correspondence.

General Communication with the School Community

The Principal must approve all letters and bulletins, including e-mail (excluding class assignments or bulletins by teachers to their classes) from teachers or parents or other parties to the entire school community.

We ask parents to be responsible in sharing information about the school, and to consult the school website and school staff when asking questions or raising concerns. We also ask that parents be responsible when seeking out information about the school, especially online.

The official outlets for school information are limited to the following:

1. The school website, socacademy.org.
2. The official monthly newsletter.
3. The official Facebook page, “Southeast Ohio Classical Academy - SOCA”
4. The official Instagram account, “seoclassical”
5. Correspondence from school administration, including emails and postal correspondence.
6. Notices sent home with students and/or distributed by the school office.

The school disclaims any responsibility for information from third-party websites, social media pages, or entities outside the school.

Social Media

SOCA recognizes the utility and necessity of maintaining a social media presence and therefore regularly updates its official Facebook page, “Southeast Ohio Classical Academy - SOCA” and its official Instagram account, “seoclassical.” This page is intended to provide regular communication with the school community and beyond as we share information, celebrate our successes, and tell our stories. We invite parents to “like” or “follow” our page to receive updates. Any important notifications from SOCA that are posted on our Facebook page will also be provided to parents by some other timely means of communication.

In the interest of privacy, SOCA will limit the sharing of personal information about students on our Facebook page, and SOCA staff and faculty will not discuss a student’s personal record in any format on social media, including direct messages.

In the interest of clarity and prudence, SOCA will avoid lengthy or controversial replies to comments on our Facebook page. It will be the usual practice of SOCA to invite questions and grievances posted on our official Facebook page to be brought to the school through our direct channels. SOCA reserves the right to delete comments that are inappropriate, quarrelsome, or out of place.

While SOCA is aware that other social media pages connected to the school community exist or may exist, we disclaim any authority or responsibility for these pages or the content posted therein.

Furthermore, we encourage parents and other members of the school community to use social media for the positive support of the school and avoid using it for fomenting a culture of dissent. SOCA administration does not review independent pages and will not recognize complaints until they are registered through formal channels.

SOCA retains the right to enforce school policies and commitments insofar as these are implicated on social media and in the social media use of parents, students, teachers, and staff.

Communicating with Parents with Joint Custody

The school will recognize and communicate with parents with joint custody upon written request, signed by both parents or a court order. In the case of school forms, the school encourages that only one of the parents complete the forms so that the school does not receive conflicting information.

Student Network Use

Students at Southeast Ohio Classical Academy shall not have access to the internet without staff supervision and will not have the network or wireless passwords.

We also recognize the need for supervision to protect our students. It is our goal to provide these services in as safe an environment as possible. Network access is a privilege, and all students are expected to practice proper and ethical use of these systems.

The use of these systems is monitored, without an expectation of privacy, and subject to administrative review at any time. It is intended that these resources, when available, will be used to pursue intellectual activities in support of research and education.

SOCA does not assume responsibility for system failures that could result in the loss of data.

It is the policy of SOCA to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act.

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Security Checks

The school may exercise its right to inspect all backpacks, packages, parcels, and closed containers entering and leaving the premises. School lockers are school property and may be subjected to searches at any time, with or without cause.

Emergency Policy

The Administration shall maintain a stand-alone Emergency Operations Plan. The Emergency Operations Plan shall be available for reference in the School office.

Facility Use

The Principal will be the approving authority for all outside uses of the school fields, building, and facilities. All users will be required to carry insurance and appoint a representative acceptable to the Administration who is capable of executing the school's emergency and security procedures.

Parent Service Organization

Southeast Ohio Classical Academy's Board establishes the Parent Service Organization (PSO) to support the school's mission. PSO teams and activities will be designed to help the school flourish in and beyond the classroom. Largely, the PSO consists of a series of task-oriented teams whose purpose is to marshal parent volunteerism in achieving defined goals that improve the life of the school.

All parents, adult family members, teachers, staff, and community members are encouraged to volunteer on a team and attend regular meetings. PSO meetings are an excellent opportunity to obtain information and engage in discussions about the school.

The PSO may serve as a fundraising arm of the school, but it will not be a stand-alone, tax exempt, non-profit organization. SOCA is itself a non-profit organization with 501(c)3 status.

The Principal reserves the right to create, remove, or dissolve PSO teams and leadership in accordance with immediate priorities and the long-term flourishing of the school.

SECTION 4: GOVERNANCE & MANAGEMENT

Board of Directors

Southeast Ohio Classical Academy (the "School") is a non-profit corporation, recognized as a 501(c)3 organization by the Internal Revenue Service. The corporation is governed by its Board of Directors (the "Board"). The Board operates in accordance with its bylaws and using the principles of policy governance. The Board has entered into a Charter Agreement with the Ohio

Department of Education and Charter School Specialists. The bylaws and Charter Agreement shall be available on the School's website, socacademy.org.

Board Responsibilities and Obligations

The Board is the governing body of the school and is responsible for overseeing the effective, faithful execution of the mission. The Founding Board created Southeast Ohio Classical Academy specifically to implement a traditional, classical, liberal-arts education guided by the following mission:

The mission of Southeast Ohio Classical Academy is to train the minds and cultivate the hearts of young men and women in moral character and civic virtue from a classical curriculum in the liberal arts and sciences.

The Board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the program.

Board Meetings

The Board will adhere to the Ohio Open Meetings Act. The Board will:

- Establish a set schedule of meetings;
- Post meeting dates in a conspicuous location (date, time, location);
- For special meetings, provide 24-hour notice in a conspicuous location and to all media organizations who have requested it;
- For emergency meetings, provide notice to all media organizations who have requested it immediately after calling the meeting to order, including the time, place, and a description of the purpose of the meeting; and
- Keep minutes of all Board Meetings, including members present, description of motions or proposals, and record of votes.

The Board welcomes public comments at the end of each regular Board meeting. Community Comments are limited to 2 minutes. To ensure the accurate representation of the comments in the Board's meeting minutes and to ensure that the Board can accurately address the issues presented, it is requested that these comments also be submitted in writing. Grievances or discussions involving specific personnel will not be entertained at a public meeting. Such interjections will be recognized at the discretion of the Board Chair (or designee).

For information about Special Meetings or Executive Sessions of a regular meeting, refer to the SOCA Board Bylaws and Policy Manual. These are available at socacademy.org.

Executive Sessions

The Board Chair shall permit Executive Sessions for meetings when discussing or deliberating upon the appointment, employment, compensation, hiring, disciplinary action or dismissal, or periodic evaluation or rating of the Principal (the Board's only employee) or interviewing applicants for a position of employment (the Principal).

Communication to the Board

The role of the Board is to oversee the school but not to manage its daily affairs, so the Board will generally defer to the Principal to address questions, complaints, and grievances brought to the attention of school leadership. Furthermore, while the Board possesses overall control of the school, the Board's collective authority is not held by individual Board Directors acting alone. The Board does, however, recognize that accountability and good governance sometimes require that communication be brought to the Board directly. In such cases, the Board directs that the communication be submitted in writing to both the Board Chair and the Board Secretary. Such communication can be addressed accordingly and delivered to the School or sent via email to chair@socacademy.org. Communication can also be provided verbally during the Community Comment period at a regular meeting of the Board (see previous section).

The Board kindly requests that members of the SOCA community refrain from approaching individual Board Directors with concerns or grievances that should be brought to a specific teacher, the Principal, or the whole Board.

Any communication to the Board should follow the Grievance Policy detailed below.

Role of the Principal

The Principal will implement a traditional, classical, liberal-arts curriculum. The Principal makes final decisions on curriculum, subject to the approval of the Board of Directors. The Principal, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial priorities of the school.

Chain of Command

The Board has established a chain of command whereby all authority for the management of the school rests with the Principal, and he has the sole responsibility of reporting to the Board and managing the operations of the School. It is the expectation of the Board that the Principal will establish a chain of command within the School to assist him with its operations.

In all communication to the School, the Board expects the SOCA community to observe the chain of command and direct communication accordingly. The practice of following the chain of command in communications with the school on matters concerning particular students encompasses far more than grievances. It refers to parents' communication of any kind that seeks or requires an action on the part of the school regarding their students. SOCA understands that parents will have questions, opinions, and comments that need to be expressed concerning their children's education. Such communication can be very helpful to the running of the school.

Our preference is that such communication be expressed initially to the teacher or teachers of the child. If further communication is warranted, the parent should consult the appropriate administrator. If further communication is warranted after speaking with the Principal, then the parent should refer the matter to the Board, as needed.

The Board is not the first point of contact and therefore will refer communications that seek response or action to the appropriate members of the Administration.

The reason for this chain of command is that the teacher invariably has the most direct knowledge of the child and can usually do more to remedy or ameliorate a situation than can an administrator or board member. We understand that some parents are "conflict averse" and do not want to bring up a potentially difficult issue with a teacher. Nonetheless, the teachers are eager to help each child in whatever way possible.

Some situations, admittedly, seem by their very nature to warrant a discussion with the Principal initially. For example, parents may have questions or concerns about the overall homework load or a particular way of teaching, such as the Socratic method. As a result, it is easier and more expedient to speak to the Principal first. In these cases, however, it is always better for the parent to have as much specific information as possible so the Principal can act on that information.

Grievance Policy

Grievance Related to the Classroom

SOCA firmly believes that adults must be models of good character even in the most difficult situations. Should a parent have a grievance concerning a particular class or the Administration of the school, that grievance should be resolved using the following chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has more direct knowledge of the student than anyone else.

1. The Teacher: Parents should schedule a meeting with the teacher through the office. Under no circumstance is it ever acceptable for a parent to confront a teacher about an issue with students present, including his/her own.

2. The Principal: If the grievance cannot be resolved with the teacher, the parent should discuss the matter with the Principal.
3. The Board: If the grievance cannot be resolved with the Principal, the parent should refer the matter to the Board, preferably in writing.

Grievance Related to the Administration

For grievances regarding an administrator who reports to the Principal, the grievance should be directed to the individual first, then the Principal. If necessary, grievances left unresolved by the Principal should be submitted in writing to the Board. Grievances regarding the Principal should be directed to the individual first, then in writing to the Board.

Records Requests

The School will utilize the following procedures regarding the availability of public records. Any person may inspect or obtain a copy of the public records of the School during the regular business hours of the office in which such records are maintained. An Employee or representative will be present during inspection of the records. Except as required or authorized by state or federal law, the Board shall not limit or condition the availability of public records by requiring disclosure of the requestor's identity or proposed use of the records, or by asking the request to be put in writing, unless it first discloses to the requester that a) none of that information is mandatory and b) whether disclosure of that information or making the request in writing would enhance the ability to identify, locate or deliver the records sought by the requestor. The School may require disclosure of the requestor's identity or the intended use of student directory information in order to ascertain whether the directory information is for use in a profit-making plan or activity, and no student directory information, if any has been designated, shall be released to or accessed by any person or group for use in a profit-making plan or activity.

The School maintains a database or list that includes the name and birthdates of all Board Members and employees employed by the School. The database or list shall be made available upon a public records request.

A viewer, or a requester of copies of public records, may purchase copies of the School's public records upon payment of a fee not to exceed the cost for reproduction, supplies, mailing, delivery, transmission and/or handling. When making copies or records available, the preparer shall notify the requester of redactions or make redactions plainly visible to the requester. The current fee for copies shall be set by Board resolution.

If a request for public records is ambiguous, or overbroad, or does not reasonably identify what public records are being requested, the request may be denied so long as the requester is informed of the manner in which records are maintained and accessed by the School. Each

ultimate denial, in whole or in part, shall provide the requester with an explanation, including the legal authority, as to why the request was denied, and such reasons shall be put in writing if the initial request was put in writing. The Board does not waive its rights to additional legal authority of reasons for denial by way of its written explanation to a requester.

No public record may be removed from the office in which it is maintained except by a Board officer or employee in the course of the performance of his/her duties.

The Board authorizes the Principal or his or her designee to dispose of, on a daily basis, routine messages transmitted by means of voicemail or email, provided the messages do not alter existing School records.

Redacting, Encrypting, or Truncating Personal Information

An individual may request that his/her personal information, (social security number, federal tax identification number, driver's license or state identification number, individual checking account, saving account, or credit card number) which is made available to the general public on the internet, be redacted. The request must be made in writing on the required form. Within five business days of receiving the request, the School shall redact the personal information requested to be redacted, if practicable. If impracticable, then the School shall issue the individual with a verbal or written explanation of why the redaction is impracticable.

The School shall redact, encrypt or truncate the social security number of any individual whose social security number is contained in a document which is available to the general public on the internet. If the School becomes aware that an individual's social security number was mistakenly not redacted, encrypted or truncated, the School shall do so within a reasonable period of time. This requirement does not apply to documents that are only accessible through the internet with a password.

SECTION 5: STUDENT RECORDS

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to a student's education records. These rights include the following:

- The right to inspect and review the student's education records within 45 days of the day the school receives the request for access. Parents or eligible students should submit to the school principal or appropriate school official a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and

notify the parent or eligible student of the time and place where the records may be inspected.

- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or an eligible student may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal or appropriate official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. 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. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Student Information

Students' names, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received, and other similar information may be released without parental consent unless the parent notifies the school.

Classroom activities and events sponsored by the school occasionally are photographed or video-taped for use by the school, by the media, or by other organizations operating with approval from the school principal. Photos and videos help the school to share information within the school community and our mission beyond our immediate community. We request that all parents sign

the SOCA photo/video release waiver included with SOCA enrollment paperwork, but respect the rights of parents who do not wish for photos and videos of their students to be shared. Student names will not be listed alongside their pictures on the school website or in SOCA advertising publications.

Student Records

In order to provide appropriate educational services and programming, Southeast Ohio Classical Academy must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Student "personally identifiable information" ("PII") includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the School reasonably believes knows the identity of the student to whom the education record relates.

The Board is responsible for the records of all students who attend or have attended SOCA. Only records mandated by the State or Federal government and/or necessary and relevant to the function of SOCA or specifically permitted by this Board will be compiled by Board employees.

In all cases, permitted, narrative information in student records shall be objectively based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law.

The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older, or a student of any age who is enrolled in a postsecondary institution.

Both parents shall have equal access to student records unless stipulated otherwise by court order or law. In the case of eligible students, parents may be allowed access to the records

without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code.

Parent/ Guardian Acknowledgement

I, _____ (printed name of parent), do hereby recognize receipt and review of the Southeast Ohio Classical Academy Family Handbook, 2025-2026. As a parent of a child enrolled in SOCA, I agree to abide by these terms and support the mission and operations of the school.

Signature: _____

Date: _____

Honor Code

A Southeast Ohio Classical Academy student is honest in word and deed, dutiful in study and service, and respectful and kind to others. The student aspires to seek the truth, do the good, and love the beautiful.

Parent/ Guardian Pledge

I will be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will aspire to seek the truth, do the good, and love the beautiful.

I will maintain an open line of kind and respectful communication to the staff and faculty of Southeast Ohio Classical Academy. Honoring the weight of the mantle of an educator, and recognizing my ultimate role as the primary educator of my children, I will support the training of my student's mind and the cultivation of my student's heart.

Parent/ Guardian Signatures(s): _____

Parent/ Guardian Print Name(s): _____

Student(s) Name: _____

Date: _____

Student Pledge - To be signed by all students in grades 5 and above.

I will be honest in word and deed, dutiful in study and service, and respectful and kind to others. I will aspire to seek the truth, do the good, and love the beautiful.

Student Name: _____

Date: _____

Appendix

Change Log

This is version 1.3 of the SOCA Family Handbook. The handbook and the policies herein were adopted for use by the SOCA Board of Directors for use during the 2025-2026 school year on June 16th, 2025.

Future changes to the handbook and policies contained herein will be noted in this appendix.

Version 1.1 - Revised 5/15/24

- Addition of policies on various forms of harassment.
- Updated traffic site plan.
 - Will need instructions following updated traffic flow signage.
- Addition of policies regarding the use of restraint.
- Public records request policy.

Version 1.2 - Revised 10/17/24

- Revision of the inclement weather policy. SOCA will follow the decision of the Logan-Hocking Local School District.

Version 1.3 - Revised 6/10/25

- Updated Start and End Times for the 2025-2026 school year.
- Updated Early Drop-Off and Late Pickup Times for the 2025-2026 school year.
- Updated uniform provider from DENNIS to Shaheen's
- Included the following list in the Electronic Devices section for forbidden items during school hours: "This includes, but is not limited to: Cellphones; smartwatches, and wireless headphones."
- Updated inclement weather closing notification protocol.
- Revised "School Communication Procedures" to include expectations for instructional aides and support staff and explicit expectations regarding the use of personal numbers (texting) for communicating with parents.
- Updated expectations for communication with classroom teachers vs. support staff such as instructional aides.