Student and Parent Handbook
2017 - 2018

The Reserve School
22001 Fairmount Blvd.
Shaker Heights, Ohio 44118
P: (216) 320-8972
The Reserve School Mission

Mission:
The school is a Special Purpose educational environment that strives to meet the academic, developmental and social needs of high school and middle school students who are residing in the locked intensive treatment units at Bellefaire JCB due to emotional, social or behavioral difficulties. Students at Reserve School receive specialized educational services to address emotional, social and behavioral deficits that have impacted academic functioning. The school provides a therapeutic environment that teaches skills to prepare the students for a return to a less restrictive educational environment. It works with parents/guardians, sending school districts and community organizations to extend the positive influence of the school in the family and community lives of the students. The school continually evaluates its services in order to improve the success of the students and to use best educational and therapeutic practices. School staff provide positive role modeling, supportive leadership and ethical inspiration for students at all times. The school follows policies and procedures that are consistent with applicable local, state and federal law and regulations.

Philosophy:
The school believes that students can continue to learn even when life circumstances have led to a disruption in routine, functioning, or family. By supporting students within the classroom in order to help them reach academic goals, Reserve School helps create a sense of accomplishment and success. The school believes that helping students overcome obstacles in the classroom will help them overcome obstacles outside of the educational setting, and will reinforce their capacity to succeed despite life circumstances. We accomplish this by focusing on both academics and the development of skills essential for success in the 21st century. The first set of soft skills includes critical thinking, collaborative problem solving, and curiosity and creativity. The next set includes programming to enhance life and career skills, and the third set include technology skills. Across all academics, the use of project-based work, group and team activities, individual interest goal-setting, and analyzing and applying knowledge reinforce daily coursework. We believe that the most fragile of students can still learn, gain confidence, and achieve. We believe that if we expect success and excellence in the classroom, and provide individualized support within a therapeutic milieu, our students will respond positively and successfully. Staff at Reserve School use the Core Values of Applewood Centers Inc., as a guide for implementing these beliefs about children.

It is the school’s role to provide educational and personal opportunities, direction and encouragement for students. Students are not forced to attend school. Once enrolled, they will be empowered to follow school procedures, routines and expectations.
**School-wide Positive Behavioral Interventions and Supports (SWPBIS or PBIS)**

Reserve School follows a philosophy that believes students need more positive than negative feedback and reinforcement. The school uses the Positive Behavioral Interventions and Supports (PBIS) model. This model is recommended by the Ohio Department of Education. We believe that students should be noticed when they are making the right decisions more than when they are making the wrong ones. The Reserve School incorporates positive rewards such as public acknowledgement, tokens of success such as Gerson Bucks, and other reinforcements that encourage the student to maintain positive behavior. Reserve School PBIS Matrix outlines behavior expectations in the different school environments. These expectations will be reviewed during the first week of class.

**Advisors**

An intervention specialist is assigned to each special education student as his/her advisor. All special education students meet weekly, and sometimes daily, with their advisors. Advisors monitor their advisee’s progress, help them to develop positive ways to handle problems, and assist them with career planning. Students are encouraged to discuss any personal concerns that interfere with their school progress with their advisors. Advisors are the primary mentors, resource persons and guides for their advisees. Advisors, together with the Reserve School social worker and/or guidance counselor, will assist students in planning class schedules, credit oversight, and career planning and preparation.

**Pupil Services**

Reserve School offers the services of a school guidance counselor. The guidance counselor assists with transcripts and credits, helps with transition services, and acts as the site testing coordinator.

**Nondiscrimination Policy**

Reserve School admits students who need the special support and services of the school regardless of gender, race, ethnicity, sexual orientation, gender expression or religion.

**Cooperation with Parents/guardians and Outside Agencies**

Parents and guardians are considered active members of each student’s Reserve School team. Reserve School invites parents and guardians to provide input regarding our program and activities. Parents and guardians are requested to complete an online survey about the school which is posted on the Reserve School website. We appreciate feedback and suggestions for improving our program. Many students attending Reserve School are in the process of working with therapists, counselors, case managers or other mental health professionals. The school makes every effort to support this work. We require signed consent by the parent or guardian to share information. Adjustments to schedules can be made when appointments have to take place during the school day.

**Dress Code**

The best learning takes place in an environment in which everyone feels cared for and appreciated as individuals. Reserve School’s dress code supports these beliefs by creating a neutral place where students will not be offended, distracted, threatened or demeaned while they have the opportunity to express their own individuality.
Prohibited student dress or grooming practices include those which (1) present a hazard to the health or safety of the student himself/herself or to others in the school, or, (2) materially interfere with school work, create disorder, or disrupt the educational program. Examples of inappropriate clothing items include clothing with statements or pictures that insult a group or individual; that promote sex, or drug or alcohol use; that depict violence or depreciation of human dignity; that imply membership in any unauthorized club, organization or group; that advocate illegal activity.

All students are expected to wear neat, clean clothing that is appropriate for an educational environment. Clothing that is designed to be an undergarment is not allowed. Sheer clothing that reveals undergarments is not allowed. Midriffs should not be exposed. Shirts and shorts must be arm length. Spaghetti straps are not permitted. Pajama pants are not permitted. Pants with holes or tears above mid-thigh are not permitted. Pants should not sag below the waistline.

Students who are in violation of any part of the dress code will be required to change the offending clothing immediately and return to their regularly scheduled class as soon as possible.

**Personal Display of Affection**

Students are expected to act appropriately and respectfully at school, on transportation to and from school and at any school function. To accomplish that, kissing, prolonged touching/hugging, sitting on laps or sitting entwined with each other is strictly prohibited. A brief hug or touch on a shoulder, with permission by the other student, is allowed.

**Lost and Found**

Students who find lost articles are to give the item to school staff. Students looking for lost items should check with the school administrative support personnel. Items left at school after the conclusion of the school year will be discarded. The school is not responsible for lost or stolen items.

**Classrooms**

Reserve School works with each student as an individual. Respect for individual differences is valued. Supports, interventions, and services are individualized to each student, and are specific to the student’s IEP, preferences, strengths, and needs.

**Students are expected to actively participate in the learning process.** When activities and behavior prevent others from learning, supports and consequences will be put in place. Students may not enter or interrupt a class without permission.

**School Computers**

Reserve School offers computers for the common use and assistance of students in their educational progress. They are to be used only with the permission of staff and for school-related research. They may not be used for personal business. See the **Student Information Technology Acceptable Use Form** for detailed information.
**Use of Social Media**

Reserve School students are expected to treat others with respect both in person and in other forms of communication. Any derogatory, demeaning, bullying or otherwise negative comments about other students or staff at Reserve School via social media will be considered a violation of school policy and subject to reprimand.

**Electronic Devices**

Reserve School does not allow personal cell phones at the school. Other electronic devices for listening to music or watching videos are allowed with special permission from the principal.

The appropriate uses and consequences are included below:

**Unacceptable Uses and Conduct**

- Mobile devices should not be used to make calls, send electronic messages (SMS texts, MMS, social networks, etc.), surf the internet, take or post photos, or use any other applications while in class or other educational activities. Exceptions will be made only if express permission is granted by a staff person.
- Mobile devices that are permitted to be on during class instructional time, by a staff member's express permission, are to remain silent so as not to cause disruption.
- Mobile devices involved in the acts of bullying, harassing or threatening other students is unacceptable and will not be tolerated. Sanctions will be taken and in some cases such usage may constitute criminal behavior.
- On school premises and during school sanctioned activities/events it is forbidden to use mobile devices to take pictures or video of others for the purposes of: embarrassment, humiliation, sending to other students, or uploading to public outlets and social networks. This also extends to the acts of recording audio, taking pictures, or filming staff or students without their consent. It is considered a criminal offense to use mobile devices for the purposes of menacing, harassing, or offending others. Calls, electronic messages, and emails can almost always be pulled during investigations in these cases.
- Student use of mobile devices is forbidden in restrooms. No exceptions.
- Repeated classroom disruptions caused by mobile devices will result in disciplinary action as deemed fit by the administrative staff and school policy.
- Usage of mobile devices to cheat on assignments, assessments, or exams will result in disciplinary action as deemed fit by the administrative staff and school policy.
- Vulgar, obscene, or derogatory language or actions teamed with mobile device usage will result in disciplinary action as deemed fit by the administrative staff and school policy.

**Sanctions / Consequences**

- Confiscation of a mobile device is sanctioned in any case where usage violates any part on the Acceptable or Unacceptable Uses portion of this policy.
- Violations of either of the Acceptable or Unacceptable Use portions of this policy may result in an incident being referred to the administrative team for further investigation. The outcome of any investigation will result in the immediate notification of the parents or guardians and more serious sanctions may apply. Law enforcement may be involved when necessary in the case of criminal matters.

**Confiscated Devices** — Staff and administration reserve the right to confiscate electronic devices from students if the students chronically or severely violate usage policy. The first steps that will be taken by all staff is to attempt to have the student put the device away (i.e., place the device in a book bag, pocket, purse, locker,
etc.). If a student complies with this step, the process ends there. In the cases in which students do not comply with this request, confiscating the device will follow.

**Offenses:**

1st Offense: The device will be confiscated by the teacher/aid or other staff member in class and held securely for the remainder of that class period. The student will receive the device at the end of the class period.

2nd Offense: The device will be confiscated by a staff member and held securely in the principal’s office until the end of the school day. The student will receive the device at the end of the last period of the day.

3rd Offense: The device will be confiscated by a staff member and held securely in the principal’s office until a parent/guardian is available for a conference to discuss the student’s misuse of the device. This conference may also involve others including teachers, advisors, the school director, social worker, and student services coordinator. The school will determine on a case-by-case basis what is appropriate discipline for the student, up to and including permanent prohibition of electronic device use for the student.

**Safety Practices**

The Reserve School team is committed to the maintenance of a safe and orderly school environment conducive to learning. Several school practices help to ensure this environment.

**Items Prohibited on School Property**

Students should not possess, handle or transmit the following on school grounds: knife; razor; box cutter; fire arms; fireworks; explosives; lighters; mace; pellet or air rifle or any object that could reasonably be considered a weapon.

Reserve School is committed to promoting an alcohol- and drug-free school environment. Students may not possess, handle, transmit or sell, conceal or consume cigarettes or e-cigarettes, alcohol and/or drug substances. This rule concerns regular school hours as well as school activities off grounds, school events, the school bus, or any school function. A student should not consume or use alcohol or drugs prior to coming to school or prior to a school event or function. Students consuming alcohol or drugs during school hours or before may be suspended and alcohol and drug use assessment may be requested or recommended. If a student appears to be under the influence of drugs or alcohol, his or her parent or guardian will be contacted for emergency removal procedures.

When a student brings an item that is not considered contraband but does provide a distraction to the student or others in the classroom, the item may be kept in the school office or with the teacher until the end of the school day, when it will be returned to the student.

**Safety Precautions**

Students may be checked with a metal detector wand prior to entering the school. Students have an opportunity to give up unsafe items prior to being checked. Items confiscated or willingly released by the student will be returned to the student’s residential case manager (if the item is a programmatically controlled item), or released only to the parent (lighters, medications); or turned over to police (illegal substances; etc.).

Student supplies are provided at the school. Therefore, no purses, back packs or book bags are allowed.

If there is a reasonable suspicion that a rule has been broken, other items, such as notebooks and folders, will be searched.
Visitors

All visitors from outside Bellefaire JCB and Applewood Centers must show a valid ID to Reserve School staff when entering the school. Visitors must sign in at and receive a visitor’s sticker. They must sign out when they leave indicating their departure time.

Emergency Preparedness/Homeland Security

Reserve School has undertaken a comprehensive revision of its Critical Events Plan, with the assistance of the local fire and police departments. Procedures are in place for evacuation, safety alert (lockdown) shelter-in-place and early dismissal. The exact protocol used will depend on the nature of the threat or event, and will be determined in consultation with safety officials.

For safety alert procedures, the A.L.I.C.E. system is utilized. Staff certified in this training provide training for staff and students. A.L.I.C.E. stands for:

Alert: Get the word out! Armed Intruder in building instead of “Code Red.” Use clear, concise language to convey the type and location of the event.
Lockdown: Good starting point. We will continue to lockdown student in a secure area.
Inform: Communication Keeps the shooter off balance and allows for good decision-making.
Counter: Apply skills to distract, confuse and gain control.
Evacuate: Reduce the number of potential targets for the shooter, and reduce chances of victims resulting from friendly fire when help arrives.

IN NO WAY are we asking or teaching or students or staff to make any attempt to subdue an armed gunman outside of their secure area. However, we will provide them the knowledge that if faced with a life or death situation there are methods that can be applied to greatly enhance their chance of survival. The methods that will be taught in the event they are directly confronted by an armed gunman are:

• Cause distractions to interfere with the ability to shoot accurately
• Cause as much chaos in the room as possible to create sensory overload
• Do not be a stationary target
• How to control the attacker using body weight, not strength
• How to interact with responding law enforcement personnel

In the unlikely event of an emergency, the school will need help to keep phone lines open for communication with emergency personnel. Therefore, we recommend that parents/guardians tune in to local radio or television news for information and updates.

If the federal government declares a red alert, the state and federal governments reserve the right to close all public and government facilities, including schools. Reserve School will remain open during a red alert unless directed to do otherwise by state or federal emergency management officials.
Emergency School Closings

Emergencies due to severe weather, energy problems or other calamities may cause the unscheduled closing of the School. In these situations, The Reserve School will notify appropriate contacts. Information may also be posted on the Applewood Centers' website and through closing alerts through local media.

Calendar

The school calendar is posted on the school’s website and included in this packet. Vacations and some holidays may differ from those of a student’s home school. All students are expected to be in attendance according to the Reserve School calendar.

Arrival

Students arriving on campus must enter Reserve School classrooms at the designated entrance. Students are not permitted to leave the classroom or building without permission. Students must leave the classrooms upon dismissal unless they are remaining for a school-sponsored meeting or activity.

Absences

Since regular attendance in all scheduled classes is essential to learning, Reserve School expects all students to attend school promptly every day.

The following are considered excused absences:

1. Personal illness (physical or psychiatric)
2. Hospitalization, or stabilization on the unit
3. Quarantine of the home or residence
4. Death of a relative
5. Work at home because of the illness of parent/guardian
6. Observance of a religious holiday
7. Family or personal emergency or set of circumstances which, in the judgment of the RESERVE principal constitutes good and sufficient cause (an explanation will be required)
8. Medical appointment that cannot be scheduled beyond school hours.
9. Vacations or visits with parent/guardian or a person designated by the parent.
10. College visitation of two days for student with evidence to verify the visit upon the student’s return
11. A school-sponsored activity
12. Any activity or circumstance given approval by the principal

Reserve School notifies home districts when a student has had 10 unexcused absences due to school refusal or unstable behavior. Students missing classroom time will receive make-up work and /or modified one-on-one assistance by a Reserve School staff.

Grading Periods

Reserve School uses four grading quarters per school year. About 45 school days make up each quarter. In this way, students, parents and advisors can track progress at short intervals and students can quickly remedy areas of poor progress before too much time is lost. Special education students receive progress reports which are mailed home within two weeks of the end of a grading period. These detailed reports
contain grades and the comments of teachers for each subject. If a progress report is not received at home within 10 days of the end of a grading period, a copy should be requested from the office of the school.

**Semester Grades**

Semester grades are the average of the grades from each grading period and the grade for the final exam/project. Semester grades are the grades entered on a student’s transcript. Abilities and needs are considered for individual students in assessing achievement.

**Final Examinations/Projects**

Final examinations or projects are scheduled during the last week of each semester. All subject matter covered during the semester may be assessed or tested unless noted otherwise by the teacher. Review days may be scheduled before the finals to guide the students in their preparations. The final examination/project grade is worth one-tenth of the semester grade. Reserve School believes that final exams/projects prepare students for certain important life experiences, such as job interviews, entrance exams, promotion reviews, etc. Some classes have a state-provided end-of-course exam (biology, algebra I, geometry, U.S. history, U.S. government, English 9, English 10). For these courses, these exams will also serve as the final exam.

**Grading Scale**

Grading scales were first created to sort and rank students and to provide an additional form of punishment and reward. Reserve School administration believes that letter grades are best used as an indicator of a student’s academic performance only. We also believe that a letter grade is only half the story of a student’s success at Reserve School. The table below defines what each letter grade means relative academic performance only.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>An A is performance that exceeds expected levels of academic performance. A letter grade of A means the student demonstrably understands and shows mastery of conceptual ideas, applies skills, and transfers knowledge to new or unique situations in all or nearly all situations or opportunities with a high degree of sophistication and accuracy.</td>
</tr>
<tr>
<td>B</td>
<td>A B is performance that exceeds expected levels of academic performance. A letter grade of B means the student demonstrably understands the conceptual ideas, applies skills, and transfers knowledge to new or unique situations in a majority of situations or opportunities.</td>
</tr>
<tr>
<td>C</td>
<td>A C is performance that meets expected levels of academic performance. A letter grade of C means the student demonstrably understands the conceptual ideas, applies skills, and transfers knowledge to new or unique situations.</td>
</tr>
<tr>
<td>D</td>
<td>A D is performance that minimally meets levels of academic performance. A letter grade of D means the student demonstrably understands the conceptual ideas, applying skills, and transferring knowledge to new or unique situations to an</td>
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</tbody>
</table>
acceptable minimal level of situations or opportunities.

An F is performance that does not meet expected levels of academic performance. A letter grade of F means the student has not demonstrably understood the conceptual ideas, applied skills, and transferred knowledge to new or unique situations to an acceptable minimal level of situations or opportunities.

An I is an indication that the student has an incomplete in the course. This means that the student hasn’t completed enough assessable work for the teacher to assign a letter grade. It could mean that the student has missing work or that the student has missed such a significant amount of class that the teacher is unable to accurately assess the student’s academic performance.
**Grade Point Average**
Reserve will transition to a 4.0 scale for GPA. The following point scale is used in calculating GPA:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
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**Earning Credit**
Students can earn from 0.25 to 1.00 credits for a class, depending on the specifications determined by ODE and local decisions. Courses such as physical education are awarded in increments of 0.25. Semester classes are typically worth 0.5 credits, and full year courses are worth 1.00. In some rare cases, a student may earn more than 1.00 credits for career technical courses or work study programs.

**Required Credits at Reserve School**
In order to earn a diploma, Reserve School requires that a student earn the minimum number of credits specified by the Ohio Department of Education. Presently, the number required for graduation is 20 credits. A listing of specific requirements is detailed below. Students who plan to receive a diploma from their home school or plan on attending college may need additional credits. See Appendix B.
State Testing

The Reserve School administers the required state testing to students. Exceptions from passing these tests are permitted only in accordance with written IEP provisions. Reserve School offers assistance to all students who fail one or more of the graduation tests while they are enrolled. All procedures established by the Ohio Department of Education are followed in the security and administration of the tests.

College Testing

Reserve School encourages all students to take standardized college entrance tests. The college applicant has one less worry when entrance testing is already completed. Due to Reserve School’s small size, students take the SAT or ACT at a location their choice from a list of approved high school testing centers in the area, unless due to a student’s educational disability a special individualized testing experience is warranted. Advisors will assist students with decisions about college choices, testing and applications.

Transcripts

The release of transcripts requires the written consent of the student or guardian. Records of all students who attend Reserve School are maintained at the school. Students may have their transcripts and/or other educational information sent by requesting in writing what information is to be released and to whom it is to be sent.
Code Of Conduct

Purpose

Reserve School believes that students learn best in an environment where they feel valued as individuals; where positive relationships with staff and peers exist; where they are physically and emotionally safe; and where they are guided to do their best, free from the disruptive actions of others. The Code of Conduct implements this philosophy. It places importance on actions that build a safe, personable and respectful atmosphere in the school. As a corollary, the Code of Conduct forbids all actions that interfere with the learning, safety and maturation of each student.

Major Infractions:

The following activities are considered major infractions of the Code of Conduct of Reserve School. These activities are not permitted in the school, on the surrounding property, or during transportation to/from the school:

1. Leaving school without permission
2. Physical aggression toward other students or staff
3. Bullying other students by physical or emotional threats and/or intimidation, including social media and/or public humiliation
4. Any act that endangers the physical safety of students or staff including fire-setting, possession or use of a weapon, sexually inappropriate behavior, use or distribution of an illegal substance
5. Safety issues during transportation
6. Leaving class during an emergency or drill
7. Acts of vandalism
8. Theft
9. Cheating

Consequences

General Procedures:

When a major infraction as listed above occurs, the following general procedures are implemented:

1. The student is accompanied to the office of the director or designee.
2. The student is informed of the infraction and given the opportunity to present his/her side of the situation, except in emergency situations when the safety and/or the educational program are jeopardized. In emergency situations, the student is immediately sent home and the opportunity to present his/her side is provided at a later date.
3. Parents/guardians of minor students and students themselves are informed of the findings. Parents/guardians are invited to discuss the incident at the school.
4. It is the responsibility of the parent to pick up the student or arrange a pick up with an approved adult.
5. An incident report is generated and a copy is given to the parent.
6. Every effort is made to connect the consequence with the incident so the student can learn how to correct or avoid any such behavior in the future.

**Permanent Expulsion:**

The infractions that will result in expulsion from Reserve School are as follows:

1. conveying deadly weapons on school property or to a school function;
2. possessing deadly weapons on school property or at a school function;
3. carrying a concealed weapon on school property or at a school function;
4. trafficking in drugs on school property or at a school function;
5. murder or aggravated murder on school property or at a school function;
6. voluntary or involuntary manslaughter on school property or at a school function;
7. aggravated assault on school property or at a school function;
8. rape, gross sexual imposition or felonious sexual penetration on school property or at a school function.

**Chemical Abuse Procedures:**

Reserve School acknowledges the significant barriers to learning that the abuse of chemicals and the influence of alcohol create for students. Therefore, when school staff has reasonable suspicion or direct observation of chemical and/or alcohol abuse by students, the following procedures will be implemented:

**Immediate Action:**

When a student exhibits behaviors that disrupt class and are indicative of chemical and/or alcohol abuse:

1. The student will be accompanied to the director’s office.
2. Parents/caregivers will be summoned to the school for an immediate meeting with the principal and to pick up their child. It will be recommended that the student be taken to an emergency room for medical evaluation.
3. Actions #3, #4, #5 below will be implemented.

**Reasonable Suspicion:**

When one or more staff member has reason to believe a student is in school under the influence of non-prescribed chemicals:

1. All of the student’s teachers will complete observation forms and the results will be compiled.
2. When suspicion of chemical abuse is confirmed by the observation forms, immediate actions will be taken. (See above)
3. A follow-up appointment within 24 hours will be scheduled. During the appointment, the results of staff observations will be shared and a chemical dependency evaluation may be requested. If the student needs to remain out of school during the course of assessment, arrangements will be made for the student to complete schoolwork at home.
4. When the results of the evaluation are received by the school, the student and parents will meet with the director to plan the most appropriate educational services for the student.
5. Students receiving services through a special education program may require a manifestation team review as part of these procedures.
**Harassment, Intimidation and Bullying**

Harassment, intimidation and bullying are prohibited in school, on school property, on the way to and from school, by use of any social media, and at school-sponsored events. As defined by state law, harassment, intimidation or bullying means any intentional, written, verbal or physical act that a student has exhibited toward another particular student more than once and the behavior causes mental or physical harm and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student. Anyone who is a victim of bullying or becomes aware of bullying should notify the school office within 24 hours to make a written report. The person making the report may request anonymity.

When harassment or bullying is found to have occurred, the harasser and his/her parents will meet with their advisor and the director of the school to discuss the event, to receive a warning and to develop a plan of correction.

If an investigation reveals that sexual harassment has occurred, the harasser may also be held legally liable for his/her actions under state or federal anti-discrimination laws or in a separate legal action.

Any student or staff member bringing a sexual harassment complaint or assisting in investigating such a complaint will not be adversely affected in terms and conditions of continuing at school or discriminated against or discharged because of the complaint. Complaints of such retaliation will be promptly investigated.
Appendix A

Sexual Harassment:

1. This policy applies to all activities of Reserve School involving students, volunteers and visitors who are in contact with the school.

2. Prohibited sexual harassment includes unsolicited and unwelcome contact that has sexual overtones. This includes:
   a. physical contact, such as unwelcome or aggressive, unsolicited physical contact;
   b. written contact, such as sexually suggestive or obscene letters, notes, or invitations;
   c. verbal contacts, such as sexually suggestive or obscene comments, threats, slurs, epithets, jokes about gender-specific traits, and sexual propositions;
   d. visual contact, such as leering or staring at another person’s body, gesturing, displaying sexually suggestive objects or pictures, cartoons, posters or magazines;
   e. requests for sexual favors and using sexual behavior to control influence or affect the job, salary, or work environment of another employee.

3. Students and staff agree to help create an environment that is free from sexual harassment by respecting the wishes of others and by staying outside other’s personal space.
Appendix B

Visit http://www.ode.state.oh.us for more information regarding graduation requirements.

**Graduation Classes 2017 require:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td>4 units</td>
</tr>
<tr>
<td>Health</td>
<td>½ unit</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 units</td>
</tr>
<tr>
<td>Physical education</td>
<td>½ unit</td>
</tr>
<tr>
<td>Science</td>
<td>3 units</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 units</td>
</tr>
<tr>
<td>Electives</td>
<td>5 units</td>
</tr>
<tr>
<td>Economics and financial literacy</td>
<td></td>
</tr>
</tbody>
</table>

Fine Arts

- Mathematics units must include 1 unit of algebra II or the equivalent of algebra II.
- School districts may adopt a policy that would exempt students who, during high school, participate in interscholastic athletics, band or cheerleading for two full seasons or an approved Junior Reserve Officer Training Corps (JROTC) program for two years from the physical education requirement. Students must take another course of at least 60 contact hours in its place.
- Mathematics units must include 1 unit of algebra II or the equivalent of algebra II.
- Science units must include 1 unit of physical sciences, 1 unit of life sciences and 1 unit advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology, or other earth or space science.
- Social studies units must include ½ unit of American history and ½ unit of American government.
- Electives units must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.
- All students must receive instruction in economics and financial literacy during grades 9-12 and must complete at least two semesters of fine arts taken any time in grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement.