

Elementary Grades K - 5 Student and Family Handbook



URBANA CITY SCHOOLS
2023 - 2024

www.UrbanaCitySchools.org

ELEMENTARY STUDENT AND FAMILY HANDBOOK
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*Pay particular attention to items in boxes. These are critical to the success of our schools.

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Welcome To Urbana City Schools

Dear Families:

Throughout the year, many questions will arise about the rules and procedures of the Urbana City Schools. To help answer those questions and to help families and students who are new to Urbana become acquainted with our school; we created this handbook of general information. Please read this book carefully so that you will become familiar with our policies and procedures. If this handbook does not provide the information you need to know, please get in touch with us.

Family-school relationships benefit everyone. We invite you to build this partnership to provide the best education possible for your child. We look forward to working with you in this collaborative effort.

We are proud of Urbana City Schools, the students, staff, and families, and it is our sincere desire that our students develop a sense of pride in their schools. Hopefully, your child will achieve academic success and enjoy an enthusiastic attitude towards school.
Sincerely,

The Elementary Administrators

TO THE STUDENTS OF URBANA CITY ELEMENTARY SCHOOL:

You should be very proud of your school. It is your very special place to learn, work, and play.

Your teachers and administrators are very proud of you and the way you work and take care of your school. Keep up the good work!!!!

This handbook is for you and your families. Use it. Let it help you in becoming a good citizen who contributes to the good name and reputation of your family, your school, and your community.

Urbana City Schools follows the Positive Behavior Interventions and Supports (PBIS) framework. This is a proactive approach to establishing the behavioral supports and social culture and needs for all students in a school to achieve social, emotional and academic success.

Sparky Says:

Be respectful, Be responsible, Be ready!

MISSION

The Urbana City Schools are dedicated to excellence for the vitality and growth of our community.

VISION

The Urbana City Schools, offer the following educational vision statement to assist in the implementation of our mission:

The Urbana City Schools shall ensure that our students are able to demonstrate a mastery of predetermined outcomes in the humanities, as well as in the academic areas of mathematics, language / communications, science, reading, technical skills, and problem solving.

BELIEFS

To these ends we believe:

- *All policies, practices, and decisions must be in the best interest of students.
- *Goals are vital to achieve success.
- *Learning is a lifelong process.
- *We learn from both success and failure.
- *Responsible risk-taking is an essential learning skill.
- *All individuals have the potential to achieve excellence.
- *Self-esteem determines the way people learn and interact with others.
- *A strong sense of honesty, integrity, and values ensures a successful foundation for the future.
- *The schools and the community must clearly define expectations to promote:
 - responsibility
 - lifelong skills
 - accountability
 - pride
 - success
- *Successful people demonstrate flexibility, adaptability, and inquisitiveness.
- *Individual and group differences bring vitality to the educational process.
- *The effective use of technology is a basic skill.
- *People learn at different rates and in different ways.
- *The mutually supported relationship between home and school is essential to educational success.
- *Open communication and the development of teamwork create ownership and quality of work.
- *Trust is a byproduct of open and honest communication delivered and received from the basis of mutual respect.

Within Our School System...

1. We will assure all students equitable access to educational programs.
2. We will continuously monitor our goals, mission, vision, and beliefs.
3. We will organize the instructional program to allow for individual differences.
4. Highly competent performance is expected.
5. Excellence will be rewarded.
6. We will not reward non-performance.
7. We will provide a caring, nurturing environment.
8. We will not tolerate an abusive learning environment.
9. We will provide a learning environment that is emotionally and physically safe and secure.
10. We will not allow anyone or any group to disrupt the educational process.
11. We will require mastery of essential knowledge by all students.
12. We will continue to provide the best educational staff.
13. We will assure that staff development programs are results-driven and ongoing.
14. We will continue to operate within defined budget parameters and strategic prioritization.
15. We will continually review and be consistent in enforcing effective discipline policies.
16. We will provide a wide variety of communication avenues for our schools and community.
17. We will practice a decentralized management system with individual and unit accountability measures.
18. We will not introduce new programs or maintain existing programs without:
 - a favorable cost benefit
 - proper staffing
 - an adequate evaluation design
 - clear statements of outcome

URBANA CITY SCHOOLS 2023-2024 CALENDAR

- O** Teacher Work Day / No School
- Teacher Inservice / No School
- X** Holiday / No School
- D** Two-Hour Delay Teacher Inservice
- 📅** Report Cards Released HS & JH
- Δ** Parent / Teacher Conferences
- ▲** Exchange Day / No School
- ()** High School Exams
- ☺** Last Day of School
- ABC** Staggered Start Days
Only members of the group attend school on the designated dates

August						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	O	O	□	19
20	□	A	B	C	25	26
27	28	29	30	31		

August 16 & 17 Teacher Work/Meeting Days
 August 18 & 21 Teacher Inservice/No School
 August 22 ONLY Group A Attends School
 August 23 ONLY Group B Attends School
 August 24 ONLY Group C Attends School

September						
S	M	T	W	TH	F	S
					1	2
3	X	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	□	26	27	Δ	29	30

September 4 Labor Day/No School
 September 25 Teacher Inservice/No School
 September 28 Parent/Teacher Conf (JH)

October						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	D	10	11	12	13	14
15	16	17	18	19	20	21
22	X	24	25	26	📅	28
29	30	31				

October 9 Two-Hour Delay Teacher Inservice
 October 20 End of First Quarter
 October 23 No School Day
 October 24 Start Second Quarter
 October 27 Report Cards Released

November						
S	M	T	W	TH	F	S
			1	2	3	4
5	□	7	8	Δ	10	11
12	Δ	Δ	15	Δ	17	18
19	X	X	Δ	X	X	25
26	27	Δ	29	30		

November 6 Teacher Inservice/No School
 November 9 Parent/Teacher Conf (K-5)
 November 13 Parent/Teacher Conf (HS & 3-5)
 November 14 Parent/Teacher Conf (K-2)
 November 16 Parent/Teacher Conf (HS)
 November 20 - 24 Thanksgiving Break
 November 28 Parent/Teacher Conf (JH)

December						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	□	12	13	14	15	16
17	18	19	20	X	X	23
24	X	X	X	X	X	30
31						

December 11 Teacher Inservice/No School
 December 21 - January 1 Holiday Break

January						
S	M	T	W	TH	F	S
	X	2	3	4	5	6
7	8	(9)	(10)	(11)	O	13
14	X	16	17	18	📅	20
21	22	23	24	25	26	27
28	29	30	31			

January 2 School Resumes
 January 9,10,11 HS Semester Exams
 January 11 End of Semester/Second Quarter
 January 12 Teacher Work Day
 January 15 MLK Jr Day/No School
 January 16 Start Third Quarter
 January 19 Report Cards Released

February						
S	M	T	W	TH	F	S
				Δ	2	3
4	Δ	Δ	7	Δ	9	10
11	D	13	14	15	16	17
18	X	20	21	Δ	23	24
25	26	27	28	29		

February 1 Parent Teacher Conf (K-5)
 February 5 Parent Teacher Conf (HS)
 February 6 Parent Teacher Conf (3-5)
 February 8 Parent Teacher Conf (HS & K-2)
 February 12 Two-Hour Delay Teacher Inservice
 February 19 President's Day/No School
 February 22 Parent Teacher Conf (JH)

March						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	□	12	13	14	15	16
17	18	19	20	21	📅	23
24	25	26	27	28	▲	30
31						

March 11 Teacher Inservice/No School
 March 15 End of Third Quarter
 March 18 Start Fourth Quarter
 March 22 Report Cards Released
 March 29 - April 5 Spring Break

April						
S	M	T	W	TH	F	S
	X	X	X	X	X	6
7	8	9	10	11	12	13
14	15	Δ	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

March 29 - April 5 Spring Break
 April 8 School Resumes
 April 16 Parent Teacher Conf (JH)

May						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	(24)	25
26	X	(28)	(☺)	O	31	

May 24 HS Exams
 May 27 Memorial Day/No School
 May 28 & 29 HS Exams
 May 29 Last Day of School/End of Qtr/Sem
 May 30 Teacher Work Day

June						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	📅	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 1 Graduation
 June 2 Graduation Rain Date
 June 7 Report Cards Released HS & JH

PLEASE NOTE: Make-up days will be required if school is closed for more than five days. The five designated make-up days are May 30th, May 31st, June 3rd, June 4th, and June 5th. Any additional make-up days will be added to the end of the school

URBANA CITY SCHOOLS 23-24 SIX-DAY CALENDAR

- O** Teacher Work Day / No School
- Teacher Inservice / No School
- X** Holiday / No School
- D** Two-Hour Delay Teacher Inservice
- 📄** Report Cards Released HS & JH
- ▲** Parent / Teacher Conferences
- ▲** Exchange Day / No School
- ()** High School Exams
- ☺** Last Day of School
- ABC** Staggered Start Days
Only members of the group attend school on the designated dates

August						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	O	O	□	19
20	□	1	2	3	4	26
27	5	6	1	2		

August 16 & 17 Teacher Work/Meeting Days
 August 18 & 21 Teacher Inservice/No School
 August 22 ONLY Group A Attends School
 August 23 ONLY Group B Attends School
 August 24 ONLY Group C Attends School

September						
S	M	T	W	TH	F	S
					3	2
3	X	4	5	6	1	9
10	2	3	4	5	6	16
17	1	2	3	4	5	23
24	□	6	1	2	3	30

September 4 Labor Day/No School
 September 25 Teacher Inservice/No School
 September 28 Parent/Teacher Conf (JH)

October						
S	M	T	W	TH	F	S
1	4	5	6	1	2	7
8	3	4	5	6	1	14
15	2	3	4	5	6	21
22	X	1	2	3	4	28
29	5	6				

October 9 Two-Hour Delay Teacher Inservice
 October 20 End of First Quarter
 October 23 No School Day
 October 24 Start Second Quarter
 October 27 Report Cards Released

November						
S	M	T	W	TH	F	S
			1	2	3	4
5	□	4	5	6	1	11
12	2	3	4	5	6	18
19	X	X	▲	X	X	25
26	1	2	3	4		

November 6 Teacher Inservice/No School
 November 9 Parent/Teacher Conf (K-5)
 November 13 Parent/Teacher Conf (HS & 3-5)
 November 14 Parent/Teacher Conf (K-2)
 November 16 Parent/Teacher Conf (HS)
 November 20 - 24 Thanksgiving Break
 November 28 Parent/Teacher Conf (JH)

December						
S	M	T	W	TH	F	S
					5	2
3	6	1	2	3	4	9
10	□	5	6	1	2	16
17	3	4	5	X	X	23
24	X	X	X	X	X	30
31						

December 11 Teacher Inservice/No School
 December 21 - January 1 Holiday Break

January						
S	M	T	W	TH	F	S
	X	6	1	2	3	6
7	4	5	6	1	O	13
14	X	2	3	4	5	20
21	6	1	2	3	4	27
28	5	6	1			

January 2 School Resumes
 January 9,10,11 HS Semester Exams
 January 11 End of Semester/Second Quarter
 January 12 Teacher Work Day
 January 15 MLK Jr Day/No School
 January 16 Start Third Quarter
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February						
S	M	T	W	TH	F	S
				2	3	3
4	4	5	6	1	2	10
11	3	4	5	6	1	17
18	X	2	3	4	5	24
25	6	1	2	3		

February 1 Parent Teacher Conf (K-5)
 February 5 Parent Teacher Conf (HS)
 February 6 Parent Teacher Conf (3-5)
 February 8 Parent Teacher Conf (HS & K-2)
 February 12 Two-Hour Delay Teacher Inservice
 February 19 President's Day/No School
 February 22 Parent Teacher Conf (JH)

March						
S	M	T	W	TH	F	S
					4	2
3	5	6	1	2	3	9
10	□	4	5	6	1	16
17	2	3	4	5	6	23
24	1	2	3	4	▲	30
31						

March 11 Teacher Inservice/No School
 March 15 End of Third Quarter
 March 18 Start Fourth Quarter
 March 22 Report Cards Released
 March 29 - April 5 Spring Break

April						
S	M	T	W	TH	F	S
	X	X	X	X	X	6
7	5	6	1	2	3	13
14	4	5	6	1	2	20
21	3	4	5	6	1	27
28	2	3				

March 29 - April 5 Spring Break
 April 8 School Resumes
 April 16 Parent Teacher Conf (JH)

May						
S	M	T	W	TH	F	S
			4	5	6	4
5	1	2	3	4	5	11
12	6	1	2	3	4	18
19	5	6	1	2	3	25
26	X	4	5	O	31	

May 24 HS Exams
 May 27 Memorial Day/No School
 May 28 & 29 HS Exams
 May 29 Last Day of School/End of Qtr/Sem
 May 30 Teacher Work Day

June						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	📄	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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URBANA BOARD OF EDUCATION

Regular School Board meetings are typically held at the Urbana Junior High and Elementary School at 6:00 p.m. on the third Tuesday of each month with the exception of January and July.

Members of the Board of Education are:

Amy Paul, President937-207-8755
amy.paul@UrbanaCitySchools.org

Darrell Thomas, Vice President937-653-7633
darrell.thomas@UrbanaCitySchools.org

Jim Arter937-653-8211
jim.arter@UrbanaCitySchools.org

Jan Engle937-652-2268
jan.engle@UrbanaCitySchools.org

Sarah Finch937-206-2809
sarah.finch@UrbanaCitySchools.org

DIRECTORY OF SCHOOLS

Urbana High School (9-12)

500A Washington Avenue

Nathan Sever, Principal.....937-653-1412

Jamie Jacobs, Secretary.....937-653-1412

Tony Grigsby, Assistant Principal937-653-1429

Jessica Markin, Attendance Secretary.....937-653-1429

Student absence reporting.....937-653-1414

Greg Hower, Athletic Director937-653-1416

Carie Thomas, Athletics Secretary937-653-1416

High School Office Fax937-653-1487

Urbana Junior High School (6-8)

1673 S. US Hwy 68

Scott Blackburn, Principal.....937-653-1439

Amy Hegyi, Assistant Principal937-653-1439

Kelly Karnehm, Secretary937-653-1439

Amy Wilcoxon, Attendance Associate.....937-653-1439
Option #1

Junior High Office Fax937-652-2002

Urbana Elementary School (PK-5)

1673 S. US Hwy 68

Jill Weimer, Principal (3-5).....937-653-1453

Kim Pickering, Secretary (3-5).....937-653-1453
Option #2

Melanie Anders, Principal (K-2).....937-653-1453

Carrie Thomas, Secretary (K-2).....937-653-1453
Option #2

TBA, Assistant Principal (K-5).....937-653-1453

Student Absence Reporting 937-653-1453 Option #1

Elementary Office Fax.....937-652-2002

ADMINISTRATIVE PERSONNEL

711 Wood St.

Charles Thiel, Superintendent937-653-1402

Robin Miller, Secretary/Receptionist.....937-653-1402
Extension #1481

Julie Willoughby, Curriculum Director937-653-1402
Extension #1410

Ashley Broussard, Secretary937-653-1402
Extension #1410

Emily Smith, Special Education Director937-653-1402
Extension #1468

Virginia Hughes, Secretary937-653-1402
Extension #1468

Nathan Bails, Maintenance Supervisor.....937-653-1472

Mike Puhalla, Transportation Supervisor.....937-653-1411

Bonnie Forsythe, Secretary937-653-1406

Amanda Hildebrand, Treasurer937-653-1403

Kara Brown, Accounting Assistant937-653-1404

Jody Rooney, Payroll Officer.....937-653-1405

Central Office Fax937-652-3845

SCHOOL CLOSING INFORMATION

The safety of all children is our priority. School closings due to snow/ice and other adverse conditions will be determined by the school superintendent.

Best sources for information on school closings:

Radio: WHIO – 95.7, WPKO – 98.3, WBLL – 1390AM & 106.9

Dayton TV: WDTN-2, WHIO-7, WKEF-22, & WRGT-45

Columbus TV: WCMH-4, WSYX-6, WBNS-10, & WTTE-28

When school is closed due to weather conditions, the schedule for all sports and extra-curricular activities will be announced by the administration.


TRANSPORTATION

Free bus transportation is provided for all students that live more than one mile from their school.

PRE-SCHOOL

Children ages 3 through 5 are served two full days per week on Monday/Wednesday or Tuesday/Thursday schedules. Services provided for identified handicapped students. For referrals call 937- 653-5214.

The Urbana City School system does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, military status, ancestry, or genetic information in its educational programs or activities, in compliance with applicable federal and state laws.

 5/26/2023

EQUAL EDUCATION OPPORTUNITY

This District provides an equal educational opportunity for all students. Any person who believes that s/he has been discriminated against on the basis of his/her race, color, disability, religion, gender, or national origin while at school or a school activity should immediately contact the School District's Compliance Officer(s): Julie Willoughby, Curriculum Director.

Complaints will be investigated in accordance with the procedures described on page(s) of this Handbook. Any student making a complaint or participating in a school investigation will be protected from retaliation. The Compliance Officer(s) can provide additional information concerning equal access to educational opportunity.

SCHOOL HOURS

Student Day: 8:40 a.m. – 3:25 p.m.

Tardy Bell: 8:45 a.m.

Students are to arrive at school between 8:10 a.m. and 8:40 a.m. and report to the designated location for breakfast.

Free breakfast is provided for all students. No outside breakfast items are permitted.

NO students should be on school grounds prior to 8:10 a.m.

Adult supervision begins at 8:10 a.m.

For safety concerns:

DO NOT SEND YOUR CHILD PRIOR TO THIS TIME.

Students dropped off or left unattended prior to designated times may be reported to the Police or Children's Protective Services.

Students who come to school early more than once may also receive a consequence from the school.

The health and safety of our students is our priority. All students are dismissed at 3:25 p.m. and are to leave the school grounds immediately. For safety purposes we ask that families remain in their cars and use the pick-up, curbside lane ONLY. Please do not park and get out of your car to stand outside or come inside the building to pick-up your child(ren). Students will not be permitted to sit in the office after school unless it is an emergency. The pick-up procedures are outlined on the pick up form for families. Playgrounds are off limits after school except for students supervised in the after school program. **The playground is closed at all times outside of school hours. Anyone on the school playground outside of school hours is considered to be trespassing.**

GENERAL SCHOOL RULES

Please note that all school rules and policies remain in effect until the last bus leaves at the end of the school day.

1. **Children not enrolled in Urbana City Schools are not permitted to visit or attend school with a relative or parent. This includes parties, field trips, and playground areas.**
2. No bike riding on school grounds. NO skateboards, NO footwear with wheels, and NO scooters are allowed at school.
3. No pets/ animals are allowed on school grounds – before, during or after school (except service/therapy animals).
4. When students arrive in the morning, they are to follow the arrival procedures.
5. Students must obey the adults in charge at all times.
6. No child will be permitted to alter regular dismissal procedures without a signed note or phone call from a parent or guardian. **These changes need to occur prior to 2:00 pm.**
7. **Students are NOT to bring non-educational items to school including, but not limited to: toys, radios, CD players, headphones, video games, cellular phones, trading cards, etc.** If brought to school, they will be taken and the parent will be required to come to school to reclaim them. *The school is not responsible for lost or stolen items.*
8. **Students may use calming tools only if a medical need has been established and/or approved by a designated school official.**
9. Students should use the restroom quickly and quietly. **Students are to keep the restrooms clean and to wash their hands before leaving.**
10. Birthday invitations or any other party invitations are not to be passed out at school unless they are distributed to everyone in the class.

11. OUTDOOR RECESS

- No balls, bats, frisbees, or other athletic equipment from home are permitted on school grounds.
- Students are not permitted to play tackle football.
- Students are not permitted to kick or throw balls on the blacktop.
- Students are to stay off all ice and piles of snow.
- Students are not to pick up snow or throw snowballs before/after school. Students are not to use the slide if **there is ice.**
- Students with flip-flops or slides (non-backed shoes) will not be permitted to play at outdoor recess. This is for the students' safety. Tennis shoes are preferred.

It is very important that students are dressed appropriately for the weather. We use the following guidelines for outdoor recess: (The real feel temperature will be used for this determination.)

* 20 degrees or below – recess will be indoors.

* 21-25 degrees – Students may be allowed one short (15 minute) outdoor recess, with an optional short lunch recess indoors.

* 26 degrees and warmer – recess will be outdoors.

11. INDOOR RECESS

- All students must be seated in an appropriate area during **indoor recess** (either at a desk or on the floor).
- During **indoor recess**, every student must be participating in an activity (games, reading, drawing or other activity as directed by the classroom teacher/associate).
- During **indoor recess**, no student is permitted to leave his/her assigned area, except when the teacher associate dismisses the class to use the restroom.

12. PHYSICAL EDUCATION

- Appropriate clothing (slacks and shorts) must be worn on **physical education** days. Gym shoes or soft-soled shoes should be worn. If a child is unable to participate in **physical education**, he/she must have a written doctor's excuse. (See information regarding six-day schedule).

13. Students will be permitted to carry **CLEAR** water bottles with water.
14. Students are not permitted to chew gum.

Student Attendance Policies & Procedures

Whenever a student is absent or late, a parent or guardian must call the school before 9:15 a.m., to explain the reason for the absence. If the school does not receive a call by 9:15 a.m., a school employee or an automated system will call your home or place of employment.

When attendance starts to become a problem for a student, that student's parent or guardian will be contacted. The assistance of the Juvenile Court or Prosecutor's Office and truant officer will be sought where deliberate evasion of attendance regulations by parents and/or students is evident.

Attendance Policies

Regular school attendance is an important ingredient in students' academic success. Regular daily class attendance and punctuality are necessary in order for the learning process to be effective. Excessive absences interfere with students' progress in mastering knowledge and skills and disrupt the instructional process necessary to graduate from high school prepared for higher education and the workforce. Studies show that students who miss school frequently experience great difficulty in achieving the maximum benefit of instruction. We are aware that there are occasions when a student cannot be present and thus may miss the essential learning experience. However, our concern is with each student's total participation.

Beginning with the 2017-2018 school year, House Bill 410 (HB 410) took effect. The goal of HB 410 is to encourage and support a preventative approach to excessive absences and truancy. When attendance starts to become a problem for a student, that student's parent or guardian will be contacted. The assistance of the absence intervention team, which may include the truancy officer, will be sought to develop a student-centered absence intervention plan.

Absence Categories (Please also see 8-day/48 Hour Absence Rule)

Excused: Student is absent from school with his/her parents' knowledge, and the reason is deemed valid under the law. Students, parents, and guardians should understand that absences may only be excused based on the definitions established by the State of Ohio. Phoning the school or sending a note does not automatically excuse an absence. The following are **LEGITIMATE** reasons for absence from school:

1. Personal illness: The principal's office may require a physician's certificate. In the case of excessive absences, a letter may be sent to the parent. Parent contact will then be requested. A doctor's statement may be needed for any future absence. Continued absences may result in a referral to the absence intervention team.
2. Doctor, dental, or counseling appointments: **Such absences are for the actual time necessary to complete the appointment and are not to be considered a reason to be absent for a whole day. Always bring a doctor's note from these appointments to the school.**
3. Illness in the family: Instances will be discussed and determined by the office.
4. Death of an immediate relative: Absence is limited to three days unless reasonable cause can be shown for an extension.
5. Observance of religious holidays: A student may be excused for the purpose of observing a religious holiday, provided it is required by his/her religion. If observance of such holiday requires only attendance at a religious service, the student should attend such service before or after school if possible.
6. Vacation: Please see Vacation Policy
7. Subpoena to court: Documentation from court is necessary for the absence to be excused. Absence is excused for only the time required to be in court.
8. Emergency: or set of circumstances that in the judgment of the administration, constitutes a good and sufficient cause of absence.

Unexcused Absence: An unexcused absence is when a student is absent from school with his/her parents' knowledge, **without** a legitimate excuse, as defined under the excused absence section. Some examples of common unexcused absences include, but are not limited to:

1. Ordinary items of business, such as haircuts, paying bills, going to the bank, transferring automobile titles, shopping, senior pictures, hunting, babysitting, or working, job interviews, or job training.
2. To secure items which were left at home, or to take items home..
3. Oversleeping.
4. Car trouble or accidents.
5. Staying at home to complete school assignments
6. Vacation days taken without prior approval. (See 8-day/48 hour Absence Rule)
7. Emergency removals/ suspensions
8. Personal illness with no call to school.

Truancy: Truancy is when a student is absent from school and/or any part of class without parents' and/or school officials' knowledge or permission.

Under House Bill 410 "habitual truant" is defined as being absent 30 or more consecutive hours without a legitimate excuse; 42 or more hours in one month (a 30 day period) without a legitimate excuse, or 72 or more hours in one year without a legitimate excuse. Students who are identified as "habitual truant" will be referred to an absence intervention team for development of an absence intervention plan. If the intervention plan is unsuccessful, a complaint will be filed with juvenile court.

Students with "excessive absences" of 38 or more hours in one month with or without a legitimate excuse; 65 or more hours in one year with or without legitimate excuses, as defined by House Bill 410, will follow the district's plan for absence intervention; and the student and family may be referred to community resources.

8-Day/48 Hour Absence Rule

Students may not be absent for more than 8 days or 48 cumulative hours during the school year for reasons other than those excused in writing by a physician or with court documentation. Vacations, suspensions, excused and unexcused absences will apply towards the 8 days/48 hours.

All unexcused absences, with the exception of suspensions, will count toward habitual truant hours. **The physician's written excuse or court documentation must be received within three school days of the absence.** Each absence, that is not physician or court excused, after the eighth day/48th hour will be counted as an unexcused absence. Excessive unexcused absences may be referred to the absence intervention team.

Attendance Prior to a School Function

Students, unless excused in advance, must be in attendance for at least 3 hours in order to participate in scheduled after-school events.

Absence Procedures

Parents or guardians **MUST** phone the school before 9:15 a.m. to report student absences. After 9:15 a.m., the truant officer or a phone call will be sent to the home. In the event that contact is not made, a signed note from a parent or guardian explaining the reason for the absence **MUST** be submitted on your child's return to school.

Illness at School

When the school sends a child home due to illness, it is considered a Nurse excused absence. A child must be fever free for 24 hours before returning to school. After three days of absence for illness, a doctor's excuse is needed.

Make-Up Work

Students who have absences must make arrangements with their teacher for completing make-up work. If a student is absent for two or more days, homework can be requested by calling the office.

Extended Medical Absences

Students with physician-excused absences that extend beyond one quarter in length must have all coursework for the time missed completed by the end of the following quarter. Deviation from this policy requires administrator approval.

Tardies

If students are tardy, parents are required to walk the student to the front doors of the building. If a student needs to leave prior to dismissal, parents are required to walk into the building to sign students out. No early dismissals will be granted 30 minutes prior to the end of the school day unless previous arrangements have been made.

Students late to school must first stop at the office to pick up a tardy pass. Students with excessive late entries or early dismissals may be required to have a parent conference. All tardies and/or early dismissals are unexcused without a physician's written excuse, court documentation or a written note from a parent or guardian for one of the **eight** LEGITIMATE reasons for student absence.

Excessive unexcused tardies and/or unexcused early dismissals will result in a letter to the parents, a notification of the truancy officer, and possible referral to the absence intervention team.

Leaving the School Building

Students must not leave the school building during the day without permission from the office. Parent/guardian permission is necessary before a student can leave the school. Students who leave and do not have permission will be considered truant and disciplinary action may occur.

Vacation Policies

1. As per Board policy, extended vacations during the school year are discouraged.
2. Parent should contact the school in advance of the vacation and inquire as to the student's progress in school and the advisability of an extended absence on the part of the student.
3. Teacher comments are to be solicited regarding the effect of any extended absence of individual students.
4. Potential effects of extended absences for vacations will be communicated to parent/guardian prior to the absence.
5. Days taken for vacation purposes will be counted toward the **8-day/48 cumulative hour** maximum absence limit.
6. Teachers shall have the option of giving assignments prior to the student's absence and requiring work to be turned in upon completion or waiting until the return of the student and allowing a reasonable time for completion of make-up work.
7. Upon written request or phone call from parent/guardian, a vacation form will be given to the student for the teacher and parent/guardian's signature. **The form must be turned in to the office with the exact dates of absence 5 days prior to the vacation. The request will then be approved or denied by the office.**

TRANSPORTATION POLICY

The transportation policies of the Urbana City Schools Board of Education are aimed at providing a safe, efficient, and economical method of getting students to and from school. The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation.

Parents/guardians are responsible for their students until such time as the student boards the bus in the morning and after the student leaves the bus at the end of the school day. A parent or designated adult must be at the bus stop to receive a kindergarten student at the end of the school day. Video cameras are used on school buses, and the video may be used for disciplinary procedures.

Disorderly conduct or refusing to follow the bus driver's directions will be sufficient reason for denying the privilege of bus transportation.

**Transportation on a school bus is a privilege.
Students on a school bus are under the authority of the bus driver (ORC 3319.41).**

For the safety of all students, the following rules will be enforced:

1. Students are to arrive at the bus stop **BEFORE** the bus arrives and wait clear of traffic.
2. Students must go directly to the seat assigned them, keeping the aisle clear, and remain seated.
3. Students must observe the same conduct as in the classroom and obey the directions of the driver.
4. Students must not use profane language.
5. There is to be **NO** eating, gum chewing, or drinking on the bus, and no glass containers are allowed.
6. Students must not have any prohibited items including tobacco, drugs, or weapons in their possession on the bus.
7. Students may carry only objects on the bus that they can hold on their laps.
8. Students are to get on and off the bus **ONLY** at their assigned bus stop.
9. Students are not to use any radios or headsets on the bus.
10. Animals of any kind are prohibited on the bus.
11. Students at bus stops are required to use the Driver-Designate Point of Safety area.

Students should not have loose strings or straps on coats or bags.

Student Transportation Plan Form

Each student who rides the bus must have a transportation plan on file within the first two (2) weeks of each school year. This plan allows parents/guardians to indicate the location of student pick-up and drop-off for each day of the week.

In the event of an emergency, parents/guardians must identify an alternative bus stop on the regular bus route for drop-off. As a backup to the emergency drop-off, one other regular bus stop, which may be on a different bus route, must also be identified on the form.

There will be no changes in bus transportation for students except in the event of an emergency. You must contact the school office prior to 2:00 p.m. for all emergency transportation changes. This includes picking up a child who regularly rides the school bus home.

Modification to a student transportation plan requires a one-week notice to the transportation department. The Transportation Plan Form is available in the main office of each school.

Bus Discipline Options

Any of the following disciplinary actions **may be taken** by the administrator when a Bus Discipline Referral Report from a bus driver is received:

- | | | |
|------------------------------|--------------------------|-----------------------------------|
| *Warning from administration | *Parent conference | *School suspension |
| *Administrative intervention | *1-10 day bus suspension | * Compensatory payment of damages |

CLASSROOM DISCIPLINE PLAN

Urbana Elementary has a comprehensive discipline system aligned to the PBIS framework that lists the rules and expectations for students. The steps for handling classroom disruptions and choices are unique to the ages and developmental stages of students. All of this information will be shared with parents at the beginning of the school year.

****Severe disruptions/major misconduct will result in an office referral.**

ELEMENTARY MISCONDUCT CODE

Whenever a student is referred to the principal, the following consequences may be administered:

- a. Written notice or phone call to parents/guardians
- b. Detention, loss of recess or other privileges, such as field trips & other school activities, or other natural consequences.
- c. Emergency removal of student.
- d. Out-of-school suspension. **Suspension can be assigned for a period of 1-10 days.
- e. Expulsion hearing for extreme conduct issues
- f. Formal/informal conferences with students and/or parents
- g. Student contracts
- h. Administrative isolation
- i. In-school suspension
- j. Compensatory payment of damages
- k. Referral to Response to Intervention Team.
- l. Law enforcement may be contacted when necessary, or a referral to Champaign County Children's Services and/or Champaign County Juvenile Court may be made.

A student shall not, in any way, aid or abet another student in violating the rules of conduct. Students behaving in this manner will be disciplined according to the consequences given for the rules being violated.

MAJOR MISCONDUCT

Academic Dishonesty:

- A student shall not engage in academic misconduct, including cheating and plagiarism. The level of academic dishonesty is determined by the administration and is based on the grade level, the number of incidents and the seriousness of the offense.

Assault and fighting:

- A student shall not intentionally cause or attempt to cause physical injury or intentionally behave in such a way as could reasonably cause physical injury to another person. A student shall not verbally assault any other person. Students violating this section are subject to consequences and are assigned according to circumstance.

Bullying / Harassment:

- Harass means "to trouble, to worry, to torment" which results in not only a very personal anguish but also personal and general disruption of the educational opportunities and processes in the school.
- Harassment may take many forms verbal (including hate speech), physical, and emotional and may include sexual harassment referred to in another section of this handbook. A student being subjected to harassment/bullying should report this to a staff member, preferably a counselor or principal. Disciplinary consequences, including the possibility of suspension and recommendation for expulsion are possible.

- Harassment is also defined as intimidation by threats of or actual physical violence or symbols in such a manner to be commonly understood to convey hatred, contempt or prejudice.
- Bullying, harassment and intimidation are any hurtful, negative behavior that is done intentionally through written, verbal or physical act that a student has exhibited toward another particular student more than once even after the victim has asked the bully/harasser to stop.
- Bullying/harassment involves the bully/harasser, the victim, and the bystander(s) – the person(s) who witnessed an incident
- Bullying/harassment can be:
 - **VERBAL** – name-calling, threatening, teasing, or taunting/provoking
 - Threatening behavior consists of any words or deeds that intimidate or cause fear concerning a person’s physical well being.
 - **PHYSICAL** – hitting, taking or damaging possessions, making someone do things he/she does not want to do, pushing or shoving
 - **EMOTIONAL** – spreading rumors, ignoring or excluding others, or making someone feel uncomfortable or scared.

Damage to School/Private Property:

- A student shall not intentionally cause or attempt to cause damage to any property. This includes buildings, equipment, books & materials. Parents, guardians, or custodians will be held financially responsible for any property damaged by their child under *Ohio Revised Code* 3109.09 and 2307.70.
- A student shall not intentionally cause or attempt to cause damage to school or school employee’s property.
- A student shall not steal, attempt to steal or have unauthorized possession or use any such property before, during or after school. Damage, theft or unauthorized possession or use involving any property is subject to consequences which are assigned according to circumstances. Recurrences may result in 10-day suspension, police contact and recommendation to superintendent for expulsion. Receiving, selling, and/or possession of stolen property are also subject to consequences.

Disrespect:

- A student shall not demonstrate disrespect toward any individual. Actions may include verbal/nonverbal disrespect or psychological/physical abuse.

Disruption to School:

- A student shall not, by use of violence, force, coercion, threat, noise, passive resistance, false alarm (including fire and bomb threats), or other disorderly conduct cause or attempt to cause physical disruption or obstruction to normal school operations.

Drugs, drug paraphernalia, medications (either prescribed or over-the-counter), alcoholic beverages, counterfeit controlled substances (look-alike drugs), mood altering chemicals of any kind, nicotine delivery systems, and tobacco products of any kind:

- A student shall not knowingly buy, sell, attempt to sell, supply, apply, possess, use, transmit, conceal, or be under the influence of any of the aforementioned items in violation of Board policy 5330.

Felony, Misdemeanor, and Violation of Ordinances:

- A student shall not commit any act not listed herein as a violation of the Serious Misconduct Code that constitutes a felony, misdemeanor, or violation of an ordinance.

Forgery and Falsification:

- A student shall not falsely represent any information given to school officials or pertinent to school activities or use the name or identity of another person.

Insubordination/ Defiance:

Insubordination has several meanings and escalating consequences:

- A student shall follow the directions given by any staff member including teaching staff, bus drivers, cafeteria personnel, etc. in a timely manner.
- A student shall not leave school property without permission.
- A student shall not commit other actions, such as improper behavior, judged by an administrator as misbehavior not specifically mentioned in any other section in this handbook.
- Gross insubordination is a severe violation that will result in suspension and/or recommendation for expulsion.
- A student shall not use rude or abusive language, remarks, or sounds directed toward any staff member at any time or any place.

Libel or Slander:

- A student shall not commit libel or slander. Libel is defamation expressed by print, writing, pictures or signs, while slander is defamation by speaking.

Obscene Language and Gestures:

- A student shall not use obscene or vulgar language, gestures, signs, or printed material.

Public Display of Affection:

- A student shall not engage in public displays of affection.

Sexual Harassment:

- This is an expression of sexual discrimination that is seriously addressed in both state and federal law.
- Sexual harassment may include comments about one's body, sexual remarks, jokes or innuendos, personally intrusive conversations, obscene gestures, staring or leering, inappropriate and unwelcoming touching, lifting up skirts or pulling at clothing, cornering or blocking the victim's passage, or inappropriate texting.
- Sexual harassment also takes the form of obscene graffiti or displays of pornographic pictures.
- Such harassment needs to be promptly reported to an administrator. Such harassment will result in disciplinary consequences, including possible suspension and recommendation for expulsion.

Weapons and Dangerous Instruments

- Section 2923.122 ORC states that no person shall carry a dangerous weapon concealed on or about his person. The ordinances of your city define deadly weapons as: any instrument, device, or thing (a) capable of inflicting death; (b) designed or especially adapted for use as a weapon; or (c) possessed, carried, or used as a weapon.

A student shall not possess, handle, transmit, or threaten to use any object that can reasonably be considered a true weapon or a look-alike or counterfeit weapon, including toy guns, water pistols, mace, pepper spray, etc.

This rule does apply to any firearm, or explosive, including firecrackers, ammunition and casings, matches, lighters, or ANY knife or other dangerous object of no reasonable use to the student at school.

This rule may apply to normal school supplies such as pencils or personal effects such as combs, belts, etc., depending upon the use or attempted use of same. Because of possibly severe results this is considered a major incident of, and the consequences may be 10-day, out-of-school suspension and/or expulsion.

APPEAL OF SUSPENSION OR EXPULSION TO BOARD

A student, and/or the parent/guardian, may appeal the expulsion or suspension by a superintendent or principal to the Board of Education or to its designee. (The superintendent will become the appellate officer for suspension cases). Such student and the parent/guardian may be represented in all such appeal proceedings and shall be granted a hearing before the Board or its designee in order to be heard against such suspension or expulsion.

SEARCH AND SEIZURE

Administrative officials reserve the right to search the lockers, desks, and personal belongings of a student on school grounds or at any school activity when reasonable suspicion exists for the maintenance of order, discipline and safety and in the supervision and education of students. If possible, the student's consent prior to the search will be obtained. Be advised that lockers, desks, and personal belongings are subject for search for contraband, harmful or dangerous substances.

VIDEO SURVEILLANCE & ELECTRONIC MONITORING

In order to promote student and staff safety, and deter unauthorized access and destructive acts (e.g., theft and vandalism), the Board of Education authorizes the use of video surveillance and electronic monitoring equipment on school property, in school buildings, and school buses. Information obtained through video surveillance/ electronic monitoring may be used to identify intruders and persons breaking the law, Board policy, or the Student Code of Conduct (i.e., it may be used as evidence in disciplinary actions and criminal proceedings). See BOE Policy 7440.01 for additional details.

5517.01 - BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, on a school bus, or while enroute to or from school, and those occurring off school property if the student or employee is at any school sponsored, school- approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, District employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

Harassment, intimidation, or bullying means:

A. any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s); or

B. violence within a dating relationship.

"Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name calling, taunting, making threats, and hazing.

Harassment, intimidation, or bullying also means cyberbullying through electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) more than once and the behavior both causes mental and 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(s).

Any student or student's parent/guardian who believes s/he has been or is the victim of aggressive behavior should immediately report the situation to the Building Principal or assistant principal, or the Superintendent. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the Building Principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. The Building Principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

If the investigation finds an instance of harassment, intimidation, and/or bullying/cyberbullying by an electronic act or otherwise, has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include suspension or up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - Anti-Harassment.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Retaliation may result in disciplinary action as indicated above.

Deliberately making false reports about harassment, intimidation, bullying and/or other aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Deliberately making false reports may result in disciplinary action as indicated above.

If a student or other individual believes there has been aggressive behavior, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

The District shall implement intervention strategies (AG 5517.01) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student are verified, the Building Director or appropriate administrator shall notify the custodial parent/guardian of the victim of such finding. In providing such notification care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

If after investigation, acts of harassment, intimidation, and/or bullying by a specific student are verified, the Building Director or appropriate administrator shall notify in writing the custodial parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Complaints

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the Building Director for review, investigation, and action.

Students, parents/guardians, and school personnel may make informal or anonymous complaints of conduct that they consider to be harassment, intimidation, and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, and/or bullying, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal or anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school staff member and/or administrator to the Building Director for review, investigation, and appropriate action.

Individuals who make informal complaints as provided above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. Anonymous complaints shall be reviewed and reasonable action shall be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, intimidation, and/or bullying.

When an individual making an informal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Reporting Requirement

At least semi-annually, the Superintendent shall provide to the President of the Board a written summary of all reported incidents and post the summary on the District web site (if one exists). The list shall be limited to the number of verified acts of harassment, intimidation, and/or bullying, whether in the classroom, on school property,

to and from school, or at school-sponsored events.

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services in accordance with statute. District personnel shall cooperate with investigations by such agencies.

Immunity

A School District employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy and R.C. 3313.666 if that person reports an incident of harassment, intimidation, and/or bullying promptly, in good faith, and in compliance with the procedures specified in this policy. Such immunity from liability shall not apply to an employee, student, or volunteer determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. At least once each school year a written statement describing the policy and consequences for violations of the policy shall be sent to each student's custodial parent or guardian. The statement may be sent with regular student report cards or may be delivered electronically. The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the District and to their custodial parents or guardians.

State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedures.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying and violence within a dating relationship. The Superintendent or designee shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines about aggressive behavior and bullying in general, will be age and content appropriate.

Annually, the District shall provide all students enrolled in the District with age-appropriate instruction regarding the Board's policy, including a written or verbal discussion of the consequences for violations of the policy.

Students in grades seven (7) through twelve (12) shall receive age-appropriate instruction in dating violence prevention education, including instruction in recognizing dating violence warning signs and characteristics of healthy relationships. Parents, who submit a written request to the Building Director to examine the dating violence prevention instruction materials used in the school, will be afforded an opportunity to review the materials within a reasonable period of time.

The District shall provide training, workshops, and/or courses on this policy for school employees and volunteers who have direct contact with students. Time spent by school staff in these training programs shall apply toward mandated continuing education requirements.

In accordance with Board Policy 8462, the Superintendent shall include a review of this policy on bullying and other forms of harassment in the required training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.

The Superintendent shall develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the Superintendent shall be followed.

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Legal R.C. 3313.666, 3313.667

State Board of Education Model Policy (2007)

ELEMENTARY DRESS CODE

For all Urbana elementary school students, extremes of dress or grooming, though perhaps not specifically mentioned here, may be judged disruptive to the classroom atmosphere or contrary to the general welfare. Clothing is to be neat, clean, and modest.

1. Low-cut/revealing tops, see-through blouses, midriff tops, very short shorts/skirts are examples of styles that are considered unacceptable for students. Age-appropriate parameters shall be clearly communicated by the principal.
2. Pants or shorts with holes above the knees are not permitted.
3. Sleepwear is not permitted.
4. Unacceptable accessories, including chains and/or studded accessories, are not permitted.
5. Clothing displaying writing and/or symbols, which advertise or promote activities against school regulations is not permitted. This includes any gang-related symbolism.
6. Students may not display writing or symbols that are obscene or suggestive of obscenities. Messages suggestive of alcohol, substance abuse, or an unhealthy attitude toward school are not productive for a positive school environment and also are not permitted.
7. Hats/head coverings including hoods, bandannas, gloves, and/or sunglasses, unless doctor-recommended, are not to be worn in the school building.
8. Oversized clothing, which is excessive or compromises the safety of the students, is not permitted. **Clothing must cover undergarments (no mesh, no “see through”, no “droopers”).**
9. Appropriate footwear will be worn at all times (**i.e., no flip flops, no slides, stacked-heel shoes, footwear with wheels**).
10. Students should wear appropriate outerwear for outdoor recess. Parents, please make sure your child is wearing warm clothes on cold days.
11. Students are not to write on their skin or clothing.

Students are reminded that these policies are in effect during the school day and at school activities. A student who is in violation of the above code will have to change clothes or correct the situation, which may mean going home to change clothes and returning to school. Time missed during the interim may be unexcused.

SIX – DAY SCHEDULE

Special schedules are on a six-day rotation. Physical education, music, art, and library will be on different days of the week depending on the six-day rotation. It is important to pay attention to the schedule so that students are prepared with needed items (i.e. library books, gym shoes). A copy of this calendar is on page 5 of this handbook.

VOLUNTEERS and VISITORS

A volunteer form must be completed and accepted by the Board for all volunteers and school visitors. Volunteer forms are available in the school office. A volunteer form needs to be turned in two weeks prior to any school activity for all student activities. This includes, but is not limited to lunch visits, classroom trips, parties, special activities, book fairs, field day, etc.

SCHOOL FEES

School fees and/or fines, including previous and current school years, must be paid in order for students to receive grade cards. School pictures and/or yearbooks will be held in the office until all school fees are paid.

FUNDRAISERS

Students will need to have fees and prior fundraiser monies paid in order to participate in fundraisers.

HOMEROOM ASSIGNMENTS/STUDENT TRANSFERS

School personnel devote much time and give much thought to matching teachers and students. Many factors must be taken into consideration, and assignments are based on the individual's needs as well as the needs of other children.

Some of the criteria used for homeroom assignments are:

*Ability and performance *Social and emotional maturity *Consideration of parent input

You may submit a Parent Placement form no later than April 15th. The form needs to be filled out completely for consideration and specific teacher requests are not permitted.

CHILD ABUSE & NEGLECT

State law requires that all suspected cases of child abuse must be reported to the appropriate agency (Children Services, police, etc.). The teacher, principal, social worker, school, school psychologist, and nurse will work together to assist the student and family.

LOST OR DAMAGED BOOKS

When books are issued to students, it becomes their responsibility to take good care of those books. At the time of withdrawal, or at the end of the school year, lost or damaged books will be assessed. Textbooks are issued in usable condition. The school is required to collect appropriate fees from any pupil or guardian for loss, abuse, or improper care of textbooks.

Lost, destroyed, or unnecessarily damaged textbooks will be assessed at the new textbook price if less than one year old. The amount to be charged for a lost textbook older than one year shall be determined accordingly:

- 0-3 years old – cost of new textbook plus shipping
- 4-6 years old – cost of used textbook plus shipping at market price, if available; **otherwise, cost of new textbook**

The amount to be charged for a damaged textbook shall be determined by the principal or his/her designated representative. The charge in no case shall exceed the amount of charge applicable had the book been lost. The student, parent, or guardian shall have the option of paying the damage fee or purchasing the book according to the current replacement cost. Books on which a damage fee of less than 75% is collected shall remain the property of the Board of Education and will remain with the school for further use. Restitution may be waived in instances where the judgment of the principal is that the student is the victim of unusual circumstances.

- Writing in ink (minor) – 10% of replacement purchase price
- Damage to cover (rebinding necessary) – 25% of replacement purchase price
- Writing with marker (repairable) – 50% replacement purchase price
- Excessive writing (repairable) – 50% replacement purchase price
- Damage to binding (repairable) – 50% replacement purchase price
- Graffiti (unusable) – 100% replacement purchase price plus shipping
- Water damage (unusable) – 100% replacement purchase price plus shipping

LUNCHES

1. **Dining Commons** - Nutritious lunches are prepared and served each day. The cost of lunch is established by the Board of Education for each school year. Children who bring their lunch may buy milk if they wish. The menu is published and sent home with students monthly and will be available on the school website.
2. **Sack or Box Lunches** - Sack or box lunches may be brought to school. Please make sure the child's name is on the lunch container. Milk may be purchased. (Students eligible for free lunch must purchase milk if packing lunch.) **SODA/POP IS NOT PERMITTED. PLEASE NOTE:** When students are on class trips over lunchtime, a sack lunch will be made available for students at their regular daily cost.
3. **Free and Reduced Applications** - Applications for free or reduced lunches are sent home at the beginning of each school year. These forms are to be returned to school within the first two weeks of school. Applications can be requested from the school any time there is a change in income. **NOTE:** If you think you may be eligible and do not wish to participate, it is still very important that you complete the form and return the form to the school. Whether or not you decide to participate, please complete the eligibility form. Funding is based on the number of students who **qualify** for this program, not on the number who participate.
4. **Procedure for Collecting Lunch Money** - It is recommended that families make use of the pre-paid lunch account; otherwise students will pay a cashier for lunch as they go through the lunch line. All lunch money must be placed in an envelope with the student's name.

NO LUNCH CHARGES - Please make sure to include (on the *Personal Information Sheet*) the name and phone number of a person who can be reached during the morning. This person will need to bring lunch money or a packed lunch to the school in the case that your child forgets his/her money. If your child does not have lunch money or a packed lunch, he/she will receive a peanut butter & jelly sandwich and milk.

5. **No FAST FOOD LUNCHES are to be brought in and eaten in the cafeteria.**
6. **WRITTEN PERMISSION** - from parent/guardian is necessary in order for students to skip lunch. All children are expected to eat lunch.
7. **ALLERGIES** - If your child has a food allergy, please be sure that a note from the doctor is on file with the school nurse. In addition, due to food allergies, children are to only eat what is served on their tray or pack in their lunch.

SCHOOL COMMUNICATION

An automated system is used for delays, closings, and important announcements. Please make sure that the school has updated phone numbers.

Remind is a classroom communication tool that makes it easy to stay involved with your child's learning. Remind is free to use, and you'll be able to get and send messages on any device—even a simple text message from your phone! Accounts will be created for all educators, parents and students. All parents need to do is follow the steps sent in the first message when it is received.

Agenda books and/or communication folders are an additional form of communication between home and school. Please check these on a nightly basis.

EMERGENCY SCHOOL CLOSING / INCLEMENT WEATHER

The procedure for closing schools due to inclement weather or other emergencies is as follows:

School officials will notify the following radio and television stations on or before 6:30 a.m., if it becomes necessary to cancel school for the day. It may also delay the opening of school if it is determined that roads are unsafe for the transportation of our pupils. Please tune into the following radio and television stations for the announcement if school is canceled or delayed:

WDTN Channel 2 Dayton	WCMH Channel 4 Columbus	WEEC – FM 100.7 Springfield
WHIO Channel 7 Dayton	WSYX Channel 6 Columbus	WBLL – AM 1390 Bellefontaine
WKEF Channel 22 Dayton	WBNS – Channel 10 Columbus	WHIO – FM 95.7 Dayton
WRGT Channel 45 Dayton	WTTE Channel 28 Columbus	WPKO – FM 98.3 Bellefontaine

<p>If you do not hear an announcement, then school is in session as usual. Please DO NOT telephone school personnel, the schools, or the radio stations for additional information since we will be calling them to provide specific information.</p>
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CONFERENCES

Home/School connection conferences are scheduled twice annually per the school calendar. School newsletters/district website will be used to notify families of dates and specific times will be scheduled with teachers as conference days approach.

Individual conferences may be scheduled whenever a parent/guardian or a teacher feels it is necessary. If you wish to have a conference, please call the school for an appointment.

SCHOOL-WIDE TITLE SERVICES

Title I Services are supported by Federal funding and are designed to ensure that all children have a fair, equal, and significant opportunity to obtain high-quality reading and/or math instruction and become successful learners. Title I funding is used to provide additional intervention support for all students.

School-Wide Title I Parent Involvement

The term “parental involvement” means the participation of parents in regular, two-way meaningful communication involving student academic learning and other school activities including ensuring:

- That parents play an integral role in assisting their child’s learning;
- That parents are encouraged to be actively involved in their child’s education at school;
- That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- The carrying out of other activities, such as those described in section 1118 of the ESEA. [*Section 9101 (32), ESEA.*]

For more information, you can visit this website: <http://www.sedl.org/connections/about.html>

REPORT CARDS

Report cards are sent home with students in grades K-5 every nine (9) weeks per the school calendar. Please feel free to contact the teacher regarding any questions or concerns about your child’s grades. Students will no longer receive a printed copy of the Student Progress Report at interim time unless the opt-in form is completed. Through the use of the Parent Access website, parents/guardians can view a student’s grade in real time and stay up to date on the progress

being made. Assignments and student performance can be viewed as soon as entries are made by teachers into their electronic gradebooks.

Parents/guardians may contact the school office or visit the district website to learn more about ProgressBook – Parent Access. www.urbanacityschools.org

Report cards for students in grades K-5 will be based on the Ohio Learning Standards. These standards describe what a student should know and be able to do at each grade level and the standards-based report card is designed to provide more accurate information to parents about their child’s skills and progress. The standards-based report cards will indicate whether the student has met grade level standards, is approaching the standards, has not met the standards or has exceeded the standards.

Report Card Symbols

EX = Exemplary **PR** = Proficient **DE** = Developing **BA** = Basic
Blank = Not evaluated at this time

Below is further explanation for these symbols:

Standards Based Grading Terms

EXEMPLARY (EX): Student work that is exemplary demonstrates an advanced degree of difficulty or complexity as specified by the grade-level/course-level standards.

PROFICIENT (PR): Student work that is proficient demonstrates the difficulty and complexity as specified by the grade-level/course level standards.

DEVELOPING (DE): Student work that is proficient demonstrates an emerging understanding or a low level of complexity as specified by the grade-level/course level standards.

BASIC (BA): Student work that is basic fails to demonstrate an understanding of the specific grade-level/course-level standards.

BLANK: Not Evaluated During This Quarter

Kindergarten Keys for Reading / Language Development and Math Skills:

PR = Successfully meeting grade level expectations
BA = Not meeting grade level expectations

Characteristics of a Successful Learner:

3 = Consistently 2 = Sometimes 1 = Rarely / Never

THIRD GRADE READING GUARANTEE

As part of Senate Bill 316, Ohio’s Third Grade Reading Guarantee has been implemented in our district. The Third Grade Reading Guarantee (TGRG) is designed to ensure that every struggling reader receives the intensive support needed to become a proficient reader. Students in Grades K-3 are evaluated each year to determine whether their reading performance is considered to be “On Track”. If a student’s reading skills are not On Track, a Reading Improvement and Monitoring Plan (RIMP) will be developed in partnership with families. This plan will identify instructional supports and intensive interventions that will be provided at school and will include suggestions for ways in which families may help as well.

Third Grade students who score below the state-determined level on the state reading test or an alternate assessment will not be promoted to fourth grade, and will receive another year of Third Grade reading

instruction for at least 90 minutes daily by a highly qualified reading teacher. Students with identified reading disabilities may be exempt from the Third Grade Reading Guarantee, and this will be determined by the IEP team. Students who have already been retained are also exempt.

There may be an additional summer opportunity to retake the reading assessment, however students must be enrolled and attend the district's summer school program to be eligible to participate.

Families may obtain additional information about the Third Grade Reading Guarantee by visiting the Ohio Department of Education's website: <http://education.ohio.gov/Topics/Early-Learning/Third-Grade-Reading-Guarantee>

ASSESSMENTS

Formative Assessments – These are used daily during instruction by the classroom teacher to gather information during the learning process. The primary use of formative assessments is to provide the teacher with information to guide instruction.

Summative Assessments – These assessments are used by the classroom teacher to inform student, parent/guardian, other school personnel about the extent of student achievement relative to the expectations of a unit or course of study. Interim and report card grades are based on these results.

Kindergarten Readiness Assessment (KRA) - At the beginning of each school year, children in public and community school programs in kindergarten are assessed using Ohio's KRA. This assessment includes ways for teachers to measure a child's readiness for engaging with instruction aligned to the Ohio's standards.

Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) – This is an assessment tool for students in grades K-10. MAP is a way for teachers and staff to assess students' abilities in real time. Students will complete the assessments on a computer three times each year. These tests will determine your child's instructional level and will measure academic growth throughout the school year and from year to year. For students in kindergarten and grade one, the assessment is read aloud to students individually through headphones. The MAP assessments will replace a number of assessments previously used in several grade levels.

State Assessments - Students in grades 3 – 5 are required to take assessments in the areas of English Language Arts and Mathematics. Students in grade 5 also take an assessment in Science. Each test has a test window and the district will determine the exact dates of the assessments. The following are the assessment windows for the 2023 – 2024 school year identified by the state of Ohio.

Grade 3 English Language Arts – October 20, 2023 – October 24, 2023

Grade 3, 4, 5 English Language Arts – April 9, 2024 – April 29, 2024

Grade 3, 4, 5 Mathematics – April 22, 2024 – May 10, 2024

Grade 5 Science – April 22, 2024 – May 10, 2024

PROMOTION, ACADEMIC ACCELERATION, PLACEMENT, AND RETENTION - 5410

The Board of Education 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 is the Board's intent that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.

Such pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

The promotion and retention provisions of this policy shall be in compliance with the terms of Ohio's Third Grade Reading Guarantee (Policy 2623.02).

Promotion:

A student will be promoted to the succeeding grade level when s/he has:

- A. completed the course and State-mandated requirements at the presently assigned grade;
- B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Academic Acceleration:

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

Any student residing in the District may be referred by a staff member or a parent/guardian to the principal of his/her school for evaluation for possible accelerated placement. Students may refer themselves or a peer through a staff member who has knowledge of the referred child's abilities. Copies of referral forms for evaluation for whole-grade or individual subject acceleration will be available at each school building.

Students referred for accelerated placement will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will occur at the start of a grading period or semester.

Before a student is evaluated for accelerated placement, the principal (or his/her designee) shall obtain written permission from the student's parent/guardian.

Evaluations related to referrals that occur during the school year will ordinarily be completed and a written report issued within forty- five (45) calendar days. Evaluations related to referrals that occur at the end of a school year or during the summer will be completed and a written report issued either before the end of the school year, if possible, or within forty-five (45) calendar days of the start of the next school year.

Upon referral, the student's principal (or his/her designee) shall convene an acceleration evaluation committee to determine the appropriate learning environment for the referred student. This committee shall include the following:

- A. a parent/guardian, or a representative designated by that parent/guardian

- B. a gifted education coordinator or gifted intervention specialist, or if neither is available, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted
- C. a principal or assistant principal from the child's current school
- D. a current teacher of the referred student
- E. a teacher at the grade level or course to which the referred student may be accelerated

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will consider the student's own thoughts on possible accelerated placement in its deliberations. In the event that career-technical programs are considered for acceleration, a career-technical educator shall be consulted as a part of the evaluation.

Students considered for whole-grade acceleration will be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

Students considered for individual subject acceleration will be evaluated using a variety of data sources, including measures of achievement based on State academic content standards (in subjects for which the State Board of Education has approved content standards) and consideration of the student's maturity and desire for accelerated placement.

The acceleration evaluation committee shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision.

Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within thirty (30) calendar days of receiving the appeal. The Superintendent or his/her designee's decision shall be final.

If the student is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan. The parent/guardian shall be provided with a copy of the plan. The plan shall specify:

- A. placement of the student in an accelerated setting;
- B. strategies to support a successful transition to the accelerated setting;
- C. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
- D. an appropriate transition period for accelerated students.

A school staff member will be assigned to oversee implementation of the acceleration plan and to monitor the adjustment of the student to the accelerated setting.

At any time during the transition period, a parent/guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases the principal shall remove the student from the accelerated placement without repercussions.

At any time during the transition period, a parent/guardian may request in writing an alternative accelerated placement. In such cases, the principal shall direct the evaluation committee to consider other accelerative options and to issue a decision within thirty (30) calendar days of receiving the request. If the student will be placed in a different accelerated setting from that initially recommended, the student's acceleration plan shall be revised accordingly, and a new transition period shall be specified.

At the end of the transition period, the accelerated placement shall become permanent. The student's record shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

Retention:

A student may be retained at his/her current grade level when s/he has, in the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level.

A student may be placed at the next grade level when retention would no longer benefit the student.

The Superintendent shall develop administrative guidelines for promotion, placement, and retention of students that:

- A. require the recommendation of the relevant staff members for promotion, placement, or retention;
- B. require that parents are informed in advance of the possibility of retention of a student at a grade level;
- C. assure that efforts will be made to remediate the student's difficulties before s/he is retained;
- D. assign to the principal the final responsibility for determining the promotion, placement, or retention of each student;
- E. provide parents the opportunity to request the promotion, placement, or retention of their child;
- F. provide parents the opportunity to appeal the decision about their child's promotion, placement, or retention.

A.C. 3301-35-02(B)(5)

R.C. 3313.608, 3313.608(D), 3313.609, 3313.647, 3324.10

Adopted – December 18, 2007

Last Revised – April 16, 2013

HIV/AIDS

The Superintendent is the designee regarding all HIV incidences. In the event that an individual is found to be infected with HIV, the Superintendent shall determine whether the person has a secondary infection, such as tuberculosis, that constitutes a recognized risk of transmission in the school setting. This is a medical question, and the Superintendent shall answer it by consulting with the infected person's physician, a qualified public health official responsible for such determination, and the infected person's parent(s). In the case of an infected student this group shall also discuss ways that the district may help anticipate and meet the needs of the student or staff member infected with HIV.

If there is no secondary infection that constitutes a medically recognized risk of transmission in the school setting, the Superintendent shall not alter the educational program or job assignment of the infected person. The Superintendent shall periodically review the case with the infected person and the parent(s) of the students with the medical advisement described above.

If there is a secondary infection that constitutes a medically recognized risk of transmission in the school setting, the Superintendent shall consult with the physician, public health official and the infected person (and the parent(s) of the student). If necessary, they shall develop an individually tailored plan for the student or staff member. Additional persons may be consulted with the consent of the infected staff member or the student's parent(s) if this is essential for gaining additional information. The Superintendent should consult with the school attorney to make sure that any official action is consistent with Ohio and federal laws. When the Superintendent makes a decision about the case, there shall be a fair and confidential process for appealing the decision.

If an individually tailored plan is necessary, it shall be minimally intrusive on either education or employment. It must be medically, legally, educationally and ethically sound. The Superintendent periodically reviews individual cases and oversees implementation of the plan in accordance with local, Ohio and federal laws.

SCHOOL NURSE SERVICES

Urbana City Schools employs school nurses to promote the wellness and academic success of students. School nurses promote health and safety, intervene with actual and potential health problems, and collaborate with others to build student and family capacity for self-management, self-advocacy, and learning. School nurses obtain and ensure compliance with health and immunization records for each student. School nurses also provide care and case management for students with chronic health problems, monitor security and safe administration of medication, and conduct health screenings, such as vision, hearing, and scoliosis.

ELEMENTARY COUNSELOR

Urbana City Schools provides elementary school counselor services. The school counselor works to promote and enhance students' academic, social, and emotional success. The counselor provides individual and group counseling sessions in a variety of social skills and mental health areas. The school counselor can be contacted by calling the school office

USE OF MEDICATIONS – 5330

The Board of Education shall not be responsible for the diagnosis and treatment of student illness. With the exception of diabetes care covered under Policy 5336, the administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or if the child is disabled and requires medication to benefit from his/her educational program.

For purposes of this policy, "medication" shall include all medicines including those prescribed by a licensed health professional authorized to prescribe drugs and any nonprescribed (over-the-counter) drugs, preparations, and/or remedies. "Treatment" refers both to the manner in which a medication is administered and to health-care procedures which require special training, such as catheterization.

Before any medication (i.e., a drug) or treatment may be administered to any student during school hours, the Board shall require a written statement from a licensed health professional authorized to prescribe drugs ("prescriber") accompanied by the written authorization of the parent (see Form 5330 F1, Form 5330 F1a, and Form 5330 F1b). These documents shall be kept on file in the office of the Principal or Nurse, and made available to the persons designated by this policy as authorized to administer medication or treatment. A copy of the parent's written request and authorization and the prescriber's written statement must be given, by the next school day following the District's receipt of the documents, to the person authorized to administer drugs to the student for whom the authorization and statement have been received. No student is allowed to provide or sell any type of over-the-counter medication to another student. Violations of this rule will be considered violations of Policy 5530 - Drug Prevention and of the Student Code of Conduct/Discipline Code.

Only medication in its original container; labeled with the date, if a prescription; the student's name; and exact dosage will be administered. The Superintendent shall determine a location in each building where the medications to be administered under this policy shall be stored, which shall be a locked storage place, unless the medications require refrigeration in which case they shall be stored in a refrigerator in a

place not commonly used by students, and unless the medication to be administered is diabetes medication, which must be kept in an easily accessible location pursuant to Policy 5336.

Parents may administer medication or treatment, with the exception of diabetes care covered under Policy 5336, but only in the presence of a designated school employee.

Additionally, students may administer medication or treatment to themselves, if authorized in writing by their parents and a licensed health professional authorized to prescribe drugs, but only in the presence of a designated school employee with the exception of students authorized to attend to their diabetes care and management pursuant to Policy 5336.

However, students shall be permitted to carry and use, as necessary, an asthma inhaler, provided the student has prior written permission from his/her parent and physician and has submitted Form 5330 F3, Authorization for the Possession and Use of Asthma Inhalers/Other Emergency Medication(s), to the principal and any school nurse assigned to the building.

Additionally, students shall be permitted to carry and use, as necessary, an epinephrine autoinjector to treat anaphylaxis, provided the student has prior written approval from the prescriber of the medication and his/her parent/guardian, if the student is a minor, and has submitted written approval (Form 5330 F4, Authorization for the Possession and Use of Epinephrine Autoinjector (epi-pen)) to the principal and any school nurse assigned to the building. The parent/guardian or the student shall provide a back-up dose of the medication to the principal or school nurse. This permission shall extend to any activity, event, or program sponsored by the school or in which the school participates. In the event epinephrine is administered by the student or a school employee at school or at any of the covered events, a school employee shall immediately request assistance from an emergency medical service provider (911). Students with diabetes authorized to attend to their diabetes care and management may do so in accordance with Policy 5336.

With the exception of diabetes care covered under Policy 5336, only employees of the Board who are licensed health professionals or who have completed a drug administration training program conducted by a licensed health professional and are designated by the Board may administer prescription drugs to students in school.

With the exception of diabetes care covered under Policy 5336, provided they have completed the requisite training, the following staff are authorized to administer medication and treatment to students:

- a. principal
- b. teacher
- c. school nurse
- d. building secretary
- e. aide
- f. others as designated by student's IEP and/or 504 plan
- g. and any other Board employee or approved volunteer who has the appropriate training

No employee will be required to administer a drug to a student if the employee objects, on the basis of religious convictions, to administering the drug.

With the exception of diabetes care covered under Policy 5336, the Board shall permit the administration by a licensed nurse or other authorized staff member of any medication requiring intravenous or intramuscular injection or the insertion of a device into the body when both the medication and the

procedure are prescribed by a licensed health professional authorized to prescribe drugs and the nurse/staff member has completed any and all necessary training.

Students who may require administration of an emergency medication may have such medication in their possession upon written authorization of their parent(s) or, such medication, upon being identified as aforementioned, may be stored in the Nurse's or Principal's office and administered in accord with this policy and Policy 5336.

The Superintendent shall prepare administrative guidelines, as needed, to address the proper implementation of this policy.

R.C. 3313.712, 3313.713, 3313.7110, 3313.716, 3313.718, 4729.01

Adopted – December 18, 2007

Last Revised – June 18, 2015

NOTE: The following forms are available in the school office:

- *Authorization for Prescribed Medication or Treatment

- *Licensed Prescriber Statement

- *Authorization for Non-Prescribed Medication or Treatment

- *Authorization for the Possession and Use of Asthma Inhaler/Other Emergency Medications

STUDENT SERVICES

In accordance with Every Student Succeeds Act (ESSA), at the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: "(i) Whether the student's teacher— "(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; "(II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and "(III) is teaching in the field of discipline of the certification of the teacher. "(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications (ESSA, section 1177-55).

Parents may request policies regarding student participation in state mandated assessment via school administrators. Information on assessments is available in student handbooks and on the district website under the curriculum and instruction page. Policy 2623 addresses student assessment and academic intervention services.

Urbana City Schools Multi-Tiered System of Support (MTSS) Process

The Multi-Tiered System of Support (MTSS) process is a multi-level system that includes three levels of intervention for students in need of academic or behavioral assistance. The first tier includes high quality, evidence-based classroom instruction and interventions. The second tier includes evidence-based interventions of moderate intensity and the third tier provides intensive small group or individual interventions targeting skill deficits. Student progress is monitored during the implementation of interventions to determine if the intervention is successful in meeting the student's needs. The MTSS team will review student data to determine if the interventions will continue or if additional interventions are needed.

MTSS Team

The MTSS team includes teachers, parents, a school administrator, and other school staff members as needed (ex: school counselor, speech therapist, etc.). The MTSS team identifies the specific academic or behavioral concern and identifies interventions that will be implemented. The team determines the length of time for intervention implementation and how data will be gathered during the intervention period. The team will schedule a follow-up MTSS meeting to review student progress. At each MTSS meeting, the MTSS team will review student data.

One of the following actions will occur after the data has been analyzed:

1. Student data indicates that the interventions are successful, so the interventions will remain in place or be discontinued if the team feels the intervention is no longer needed.
2. Student data indicates that the interventions are having moderate success, so the team will modify the present interventions. New interventions may be added and implemented and the intensity of interventions will increase. Another MTSS meeting will be scheduled to review progress from the new interventions.
3. Student data indicates that interventions are having little to no success so the team will determine what new interventions will be implemented and intensify the level of support provided to the student. A follow-up MTSS meeting will be scheduled to review progress from the new interventions.
4. Student data indicates that the intensive Tier 3 interventions are not providing adequate support to the student, even though they have been provided over an extended time period. The MTSS team suspects that the student may have a disability and the student is referred for a multi-factored evaluation to determine if the student has a disability that is impacting his/her academic and functional performance.

Urbana City Schools Special Education Services

Special education services are provided to students who are determined to have a disability and in accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). An Evaluation Team report (ETR) is completed through a multi-factored evaluation process (MFE) to determine if a student meets the criteria to qualify as a student with a disability. The evaluation will include all factors related to learning as outlined in Ohio Operating Standards for the Education of Students with Disabilities.

Written consent is required before a student can be evaluated. Parents will be provided with Procedural Safeguards through the A Guide to Parent Rights in Special Education document when written consent is obtained. The school psychologist or speech therapist will complete the evaluation. Data and information about the student's academic, social, emotional, and functional skills are gathered from teachers, parents, physicians, counselors and other professionals working with the child. Standardized testing, such as an IQ test, may also be completed. Data gathered through the RTI process may be used as part of the evaluation. After the evaluation is completed, a team meeting is held to review the results and determine if the child meets the criteria to qualify as a student with a disability. If the student is eligible for special education services, an Individual Education Plan (IEP) will be developed. A new IEP is developed annually.

Special education services are provided to students who meet IDEA criteria in any of the following disability areas:

Multiple Disabilities	Deaf Blindness	Emotional Disturbance
Orthopedic Impairment	Hearing Impairment	Specific Learning Disabilities
Intellectual Disabilities	Autism	Deafness
Other Health Impairment	Traumatic Brain Injury	Speech and Language Impairment
Visual Impairment including Blindness		

Identification of Children with Disabilities Child Find Notice

The Urbana City School District is attempting to locate, evaluate, and identify all children 0 to 21 years old who are in need of special education and related services residing within the district, including children with disabilities who are homeless or are wards of the state, and children with disabilities attending nonpublic schools as required by the Individuals with Disabilities Education Act (IDEA).

Disability conditions are defined by IDEA and include visual impairments, hearing impairments, autism, intellectual disabilities, emotional disabilities, orthopedic impairments, multiple disabilities, learning disabilities, traumatic brain injury, or speech and language impairments.

Residents of the Urbana City School District who are parents or guardians of children with possible disabilities may contact the Director of Special Education at 937-653-1408. All information will be treated confidentially.

Section 504 of the Rehabilitation Act of 1973 Parent Notice

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the Urbana City School District has the responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

Urbana City Schools has the obligation to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services and accommodations.

GIFTED EDUCATION AND IDENTIFICATION – 2464

The Board of Education shall ensure that procedures are established to identify all gifted students. The District follows the identification eligibility criteria as specified in Section 3324.03 of the Ohio Revised Code and the *Operating Standards for Identifying and Serving Gifted Students* as specified in the District Plan.

"Gifted" students perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. Annually, children who are gifted are identified by professionally qualified persons using a variety of assessment procedures. The Board encourages efforts to provide services for the children who are gifted as an integral part of the total kindergarten through grade 12 program.

The Superintendent shall identify children in grades kindergarten through twelve, who may be gifted in one or more of the following areas:

- A. Superior Cognitive Ability
- B. Specific Academic Ability in one or more of the following content areas:
 - 1. Mathematics
 - 2. Science
 - 3. Reading, writing, or a combination of these skills
 - 4. Social studies
- C. Creative Thinking Ability
- D. Visual or Performing Arts Ability such as drawing, painting, sculpting, music, dance, drama

Only those instruments approved by the Ohio Department of Education shall be used for screening, assessment, and identification of children who are gifted as provided in the Chart of Approved Gifted Identification/Screening Instruments. The District shall select instruments from the approved list that will allow for appropriate screening and identification of minority and disadvantaged students, students with disabilities, and students for whom English is a second language.

Scores on Ohio Department of Education approved assessment instruments provided by other school districts and trained personnel outside the School District shall be accepted.

The Board of Education shall adopt and the Superintendent shall submit to the Ohio Department of Education a plan for the screening, assessment, and identification of children who are gifted. Any revisions to the District plan will be submitted to the Ohio Department of Education for approval. The identification plan shall include the following:

- A. the criteria and methods used to screen and select children for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas
- B. the sources of assessment data used to select children for further testing and an explanation to parents of the multiple assessment instruments required to identify children who are gifted
- C. an explanation for parents of the methods used to ensure equal access to screening and further assessment by all District children, culturally and linguistically diverse children, children from low socio-economic background, children with disabilities, and children for whom English is a second language
- D. the process of notifying parents regarding all policies and procedures concerning the screening, assessment, and identification of children who are gifted
- E. provision of an opportunity for parents to appeal any decision about the results of any screening procedure for assessment, the scheduling of children for assessment, or the placement of a student in any program or for receipt of services
- F. procedures for the assessment of children who transfer into the District
- G. provisions for students to withdraw from gifted programs and services
- H. at least two (2) opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other students

The District's plan may provide for contracting with any qualified public or private service provider for screening or assessment services under the plan.

The Superintendent shall:

- A. ensure equal opportunity for all children identified as gifted to receive any or all services offered by the District;
- B. implement a procedure for withdrawal of children from District services and for reassessment of children;
- C. implement a procedure for resolving disputes with regard to identification and placement decisions;
- D. inform parents of the contents of this policy as required;
- E. submit, as required, an annual report to the Ohio Department of Education.

Placement procedures for District services shall be in conformance with the District's written criteria for determining eligibility for placement in those services.

- A. Written criteria for determining eligibility for placement in a gifted service shall be provided to any parent, District educator, or the Ohio Department of Education upon request.
- B. Written criteria provided by the District shall include an explanation of the methods used to ensure equal access to each gifted service for all eligible District students, including minority or disadvantaged students, students with disabilities, and students for whom English is a second language.
- C. Services which students receive shall be consistent with their area(s) of identification and shall be differentiated to meet their needs.
- D. Subjective criteria such as teacher recommendations shall not be used to exclude a student from service in the superior cognitive and specific academic areas who would otherwise be eligible.
- E. All District students who meet the written criteria for a gifted service shall be provided an equal opportunity to receive that service.

The Superintendent shall implement all policies and procedures in accordance with timelines and other requirements of laws, rules and regulations, and follow the *Operating Standards for Identifying and Serving Gifted Students*.

The Superintendent shall develop a plan for the service of gifted students enrolled in the District identified under this policy. Gifted services shall occur during the typical instructional day with flexibility allowed for the scheduling

of District-approved internships or mentorships and higher education coursework, including credit flexibility. Services specified in the plan may include such options as the following:

- A. a differentiated curriculum
- B. differentiated instruction
- C. cluster groupings
- D. mentorships/internships
- E. whole grade acceleration (see Policy 5410)
- F. subject acceleration (see Policy 5410)
- G. early entrance (see Policy 5112)
- H. early high school graduation (see Policy 5464)
- I. dual enrollment opportunities including but not limited to college credit plus
- J. advanced placement/international baccalaureate courses
- K. honors classes
- L. magnet schools
- M. self-contained classrooms
- N. resource rooms
- O. independent study/educational options
- P. advanced online courses and programs
- Q. services from a trained art instructor
- R. other options identified in the rules of the Ohio Department of Education

A Written Education Plan (WEP) will guide the gifted services based on the student's area(s) of identification and individual needs. The Written Education Plan shall:

- A. provide a description of the services to be provided;
- B. identify staff members responsible for providing that specific services are delivered;
- C. implement a procedure for resolving disputes with regard to identification and placement decisions;
- D. specify policies regarding the waiver of assignments and the scheduling of tests missed while participating in any gifted services provided outside the general classroom if different from the District policy detailed below;
- E. specify a date by which the WEP will be reviewed for possible revision.

The WEP shall be developed in collaboration with an educator who holds licensure or an endorsement in gifted education. The WEP shall include goals for the student, methods and performance measurements for evaluating progress on the goals, and a schedule for reporting progress to students and parents.

Parents and all educators responsible for providing gifted education services to the student, including teachers providing differentiated instruction in general education settings, shall be provided a copy of the WEP.

Students participating in gifted services provided outside the general education classroom will generally be exempted from routine classwork (worksheets, homework, etc.) assigned during absences from the regular classroom due to participation in the gifted services. Students are to turn in work due the day of absence and make arrangements to make up missed tests. Special classwork (projects, book reports, etc.) assigned during the student's absence are to be completed. Exceptions to this policy will be detailed in the student's Written Education Plan.

The District shall report to parents and the Ohio Department of Education that a student is receiving gifted education services only if the services are provided in conformance with the *Operating Standards for Identifying and Serving Gifted Students*.

Each year, the District shall submit data and participate in program audits as required by the Department.

Legal

R.C. 3301.07(K), 3324.01 - 3324.07, 3315.09, 3317.022, 3317.024, 3317.051 R.C. 3317.40

A.C. 3301-35-01, 3301-35-06, 3301-51-15

STUDENT RECORDS – 8330

In order to provide appropriate educational services and programming, the Board of Education 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 District 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 schools in this District. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the School District 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.

A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); and a person serving on the Board. The Board further designates the following individuals and entities as "school officials" for the purpose of FERPA:

- A. persons companies with whom the Board has contracted to perform a specific task (such as an attorney, auditor, insurance representative, or medical consultant), and
- B. contractors, consultants, volunteers or other parties to whom the Board has outsourced a service or function otherwise performed by the Board employees (e.g. a therapist, authorized information technology (IT) staff, and approved online educational service providers)

The above-identified outside parties must (a) perform institutional services or functions for which the Board would otherwise use its employees, (b) be under the direct control of the Board with respect to the

use and maintenance of education records, and (c) be subject to the requirements of 34 C.F.R. 99.33(a) governing the use and re-disclosure of PII from education records.

Finally, a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers) is also considered a "school official" for purposes of FERPA provided s/he meets the above-referenced criteria applicable to other outside parties.

"Legitimate educational interest" is defined as a "direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the District" or if the record is necessary in order for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) are utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest.

The Board authorizes the administration to:

- A. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a private or public school or school district in which a student of this District is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis, upon condition that:
 1. a reasonable attempt is made to notify the student's parent or eligible student of the transfer (unless the disclosure is initiated by the parent or eligible student; or the Board's annual notification - Form 8330 F9 - includes a notice that the Board will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer);
 2. the parent or eligible student, upon request, receives a copy of the record; and
 3. the parent or eligible student, upon request, has an opportunity for a hearing to challenge the content of the record;
- B. provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;
- C. report a crime committed by a child to appropriate authorities, and, with respect to reporting a crime committed by a student with a disability, to transmit copies of the student's special education and disciplinary records to the authorities for their consideration;
- D. release de-identified records and information in accordance with Federal regulations;
- E. disclose personally identifiable information from education records, without consent, to organizations conducting studies "for, or on behalf of" the District for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction;

Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than representative of the organization conducting the study, and must be destroyed when no longer needed for the study. In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study. (See Form 8330 F14.) Further, the following personally identifiable information will not be disclosed to any entity: a student or his/her family member's social security number(s); religion; political party affiliation; voting history; or biometric information.

While the disclosure of personally identifiable information (other than social security numbers, religion, political party affiliation, voting record, or biometric information) is allowed under this exception, it is recommended that de-identified information be used whenever possible. This reduces the risk of unauthorized disclosure.

- F. disclose personally identifiable information from education records without consent, to authorized representatives of the Comptroller General, the Attorney General, and the Secretary of Education, as well as State and local educational authorities;

The disclosed records must be used to audit or evaluate a Federal or State supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception. (See Form 8330 F16)

The District will verify that the authorized representative complies with FERPA regulations.

- G. request each person or party requesting access to a student's record to abide by Federal regulations and State laws concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted, or otherwise restricted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive explanation and interpretation of the records.

The Board shall maintain a record of each request for access and each disclosure of personally identifiable information. Such disclosure records will indicate the student, person viewing the record, their legitimate interest in the information, information disclosed, date of disclosure, and date parental/eligible student consent was obtained (if required).

Only "directory information" regarding a student shall be released to any person or party, other than the student or his/her parent, without the written consent of the parent, or, if the student is an eligible student, without the written consent of the student, except to those persons or parties stipulated by the Board's policy and administrative guidelines and/or those specified in the law.

DIRECTORY INFORMATION

Each year the Superintendent shall provide public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information": a student's name; address; telephone number; date and place of birth; major field of study; participation in officially-recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; or awards received.

The Board designates school-assigned e-mail accounts as "directory information" for the limited purpose of facilitating students' registration for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

School-assigned e-mail accounts shall not be released as directory information beyond this/these limited purpose(s) and to any person or entity but the specific online educational service provider.

Directory information shall not be provided to any organization for profit-making purposes.

Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board within five (5) days after receipt of the Superintendent's annual public notice.

In accordance with Federal and State law, the Board shall release the names, addresses, and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent of the student may request in writing that the student's name, address, and telephone listing not be released without prior consent of the parent(s)/eligible student. The recruiting officer is to sign a form indicating that "any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces." The Superintendent is authorized to charge mailing fees for providing this information to a recruiting officer.

Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student's health or education records or for the release of "directory information," either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the Superintendent shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory information," on former students without student or parental consent, unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

INSPECTION OF INFORMATION COLLECTION INSTRUMENT

The parent of a student or an eligible student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. Personal information for this section is defined as individually identifiable information including a student or parent's first and last name, a home or other physical address (including street name and the name of the city or town), a telephone number, or a Social Security identification number. In order to review the instrument, the parent or eligible student must submit a written request to the building

principal at least ten (10) business days before the scheduled date of the activity. The instrument will be provided to the parent or eligible student within five (5) business days of the principal receiving the request.

The Superintendent shall directly notify the parent(s) of a student and eligible students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- A. college or other postsecondary education recruitment, or military recruitment
- B. book clubs, magazine, and programs providing access to low-cost literary products
- C. curriculum and instructional materials used by elementary and secondary schools
- D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments
- E. the sale by students of products or services to raise funds for school-related or education-related activities
- F. student recognition programs

The Superintendent is directed to prepare administrative guidelines so that students and parents are adequately informed each year regarding their rights to:

- A. inspect and review the student's education records;
- B. request amendments if the parent believes the record is inaccurate, misleading, or violates the student's privacy rights;
- C. consent to disclosures of personally-identifiable information contained in the student's education records, except to those disclosures allowed by the law;
- D. challenge Board noncompliance with a parent's request to amend the records through a hearing;
- E. file a complaint with the United States Department of Education;
- F. obtain a copy of the Board's policy and administrative guidelines on student records.

The Superintendent shall also develop procedural guidelines for:

- A. the proper storage and retention of records including a list of the type and location of records;
- B. informing Board employees of the Federal and State laws concerning student records.

The Board authorizes the use of the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this Board as a consequence of permitting access or furnishing student records in accordance with this policy and regulations.

Any entity receiving personally identifiable information pursuant to a study, audit, evaluation or enforcement/compliance activity must comply with all FERPA regulations. Further, such an entity must

enter into a written contract with the Board of Education delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be redisclosed without prior authorization from the Board. Further, the entity conducting the study, audit, evaluation or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Board of Education. See Form 8330 F14 and Form 8330 F16 for additional contract requirements.

R.C. 9.01, 149.41, 149.43, 1347 et seq., 3113.33, 3319.321
34 C.F.R. Part 99
20 U.S.C., Section 1232f through 1232i (FERPA)
26 U.S.C. 152
20 U.S.C. 1400 et seq., Individuals with Disabilities Education Improvement Act
20 U.S.C. 7165(b)
20 U.S.C. 7908

Adopted – December 18, 2007
Last Revised – June 18, 2015

STUDENT EDUCATION TECHNOLOGY ACCEPTABLE USE AND SAFETY DISTRICT POLICY 7540.03

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides Education Technology so that students can acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board of Education provides students with access to the Internet for limited educational purposes only and utilizes online educational services to enhance the instruction delivered to its students. The District’s Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

This policy and its related administrative guidelines and the Student Code of Conduct govern students’ use of the District’s personal communication devices (that is, according to Policy 5136, computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, and any other web-enabled device), network, and Internet connection and online educational services (“Education Technology” or “Ed-Tech”).

This policy and its related administrative guidelines and the Student Code of Conduct also govern students’ use of their personal communication devices (that is, according to Policy 5136, computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, and any other web-enabled device), when connected to the District’s network, the District’s Internet connection, and online educational services (“Education Technology” or “Ed-Tech”).

The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Education Technology. Users have no right or expectation to privacy when using the Ed-Tech (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the network and Internet).

First, and foremost, the Board may not be able to technologically limit access, through its Education Technology, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, which protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using the Education Technology, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or Director of Technology Services may temporarily or permanently unblock access to websites or online educational services containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial.

Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", etc.), cyberbullying and other unlawful or inappropriate activities by students online, and
- D. unauthorized disclosure, use, and dissemination of personal information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Education Technology. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Education Technology that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students shall not access social media for personal use from the District's network, but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users of the Board's Education Technology are personally responsible and liable, both civilly and criminally, for uses of the Ed-Tech not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and Director of Technology Services as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of the District's Education Technology.

P.L. 106-554, Children's Internet Protection Act of 2000
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965,
as amended (2003)
18 U.S.C. 1460
18 U.S.C. 2246
18 U.S.C. 2256
20 U.S.C. 6777, 9134 (2003)
47 C.F.R. 54.500 – 54.523

Adopted – December 18, 2007
Last Revised – June 18, 2015



Urbana Elementary Supply List 2023-2024



	Number of items needed noted below:					
	KDG	1st	2nd	3rd	4th	5th
Backpack/Bookbag - No Wheels	1	1	1	1	1	1
Baby Wipes, container	2	2	~	~	~	1-Last Name A-L
Clorox Wipes, container	1- Last name M-Z	~	1-Last Name A-L	1	1	~
Colored Pencils (Crayola, 12 ct)	~	1	1	~	1 or Crayons	1
Crayons (Crayola, 24 ct, no Rose Art)	2	2	2	2	1 or Colored Pencils	~
Dry Erase Markers 4ct pkg (black, broad tip, not thin)	2	2	1	2	2	*1
Erasers (large, pink)	~	2	1	2 or pencil top	~	~
Erasers (pencil top pkg)	~	~	1	1 or 2 pink	~	1
Folder (2 pocket, plastic with 3 prongs)	~	2 (orange, purple)	3 (red, green, blue)	3	5	~
Folder (2 pocket, no prongs)	~	~	~	~	~	1- Music
Glue Sticks (Lg Chunky)	6 ct	6ct	4ct	~	~	~
Glue Sticks	~	~	~	*3 (multi pkgs)	*3 (sticks)	2 (sticks)
Headphone Set (Not Earbuds)	1	1	1	~	~	~
Headphone Set OR Earbuds	~	~	~	*1	*1	*1
Highlighters	~	~	~	~	2	~
Index Cards	~	~	1	~	~	~
Markers, 8 ct (Crayola, regular NOT thin)	1	1	1	~	~	~
Markers, box, Washable (classic colors)	~	~	~	1	~	1
Notebook (composition, wide rule, 100 pg)	~	3	3	~	2	1- ELA
Notebook Paper, Pkg (loose leaf, wide rule)	~	~	~	2	*2	1
Notebook, Spiral, single subject	~	~	~	2	~	1- Math
Paper Towel Rolls	1- Last Name A-L	~	1	~	1- Last Name M-Z	1- Last name M-Z
Pencil Bag or Pencil Box (plastic, plain)	~	1	1	1	1	1
Pencils #2 Ticonderoga 12 ct (No Mechanical Pencils)	1	2	3	*1	*4	1
Plastic Baggies (Gallon box, zip seal)	1	1- Last Name A-L	1- Last Name M-Z	1- Last Name A-L	1- Last Name A-L	1- Last name M-Z
Plastic Baggies (Quart box, zip seal)	1	1- Last name M-Z	1- Last name M-Z	~	~	~
Plastic Baggies (Sandwich box, zip seal)	~	~	~	1- Last Name M-Z	1- Last Name A-L	1-Last Name A-L
Scissors (Fiskars)	1	1	1	1	1	1
Sticky Notes (3x3 pkg)	~	1	1	2	6	1
Tissues (Lg boxes)	1	2	2	2	2	2
Water Bottle	1	1	1	~	~	~
Watercolor Paint Set	1	1	1	~	~	~
SCHOOL FEE	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00

Some items will need to be replenished as the year progresses. *Items Marked with an *asterisk* will need to be replaced.