

Parent Handbook

2023-2024



**Ottawa Hills Elementary
School**

Dedicated to Excellence. Supported by Tradition.

3602 Indian Road | Toledo, Ohio 43606

*Approved by the Ottawa Hills Board of Education June 29, 2023

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Introduction and Overview

Message from the Elementary Principal

August 2023

Dear Green Bear Families:

It is great to be in the Village serving you and your children for a third year as the principal of Ottawa Hills Elementary School. As a former student in both district buildings and a class of 1993 alumnus, I understand the local importance of working together with families, students, and staff to provide an atmosphere of academic excellence.

For the past 25 years, I served as a teacher and elementary principal at two local public school systems: Washington Local Schools and Sylvania Schools. Prior to becoming a principal, I enjoyed teaching Kindergarten, 4th Grade, 5th Grade, and 6th Grade.

On a personal note, I am a dad to two amazing kids. Daughter Charley will be a sophomore at The Ohio State University this fall and son Jack is a rising Junior at Southview High School. I am also the proud husband of Alyssa Bauer, herself a former villager who has been teaching kindergarten in Sylvania for over 20 years. Our family enjoys traveling, cooking, and family movie nights.



My no. 1 priority continues to be focused on building positive communication, relationships, and morale among our students, families, and staff. To achieve this goal, I will continue to be visible and accessible to everyone involved. You will see me at the arrival and drop-off circle, in the halls, in classrooms, on the playground, and at community events. My door will always be open to you.

What will you see in the coming weeks?

- You will be receiving my weekly Green Bear Bulletin containing a video message, important dates, and snapshots of learning.
- You will see me out front every day before and after school greeting and fist-bumping students (arrival and dismissal are the most important times of my day).
- Your Green Bears will see me daily at recess and lunch (they will find that I am pretty good at gaga ball and four square but need help with double-dutch jump rope).
- Your Green Bears will see me walking through their classrooms daily and, if I'm invited, they may even get to hear me play a few songs on my guitar or see my crazy origami skills in action.

- At some point, your Green Bears will probably be in the principal's office because they were recognized by a staff member for their leadership, positive behavior, or dedication to learning. I enjoy celebrating these individual achievements with my Principal's Penny Award. Your Green Bear will tell you all about the Principal's Penny and what it is when s/he comes home from school on the first day.

From one Green Bear to another ... it's a great day at OHES! Please know I welcome your feedback and encourage your participation in our school. If you have any questions or concerns, please contact me at 419-536-8329 or jbauer@ohschools.org. I look forward to a safe and successful school year.

Sincerely,

Dr. Jeremy Bauer
Principal
jbauer@ohschools.org

Ottawa Hills Elementary P.A.W.S Pledge

I Promise to be...

Positive
Accountable and
Well-mannered with
Self-control

Building Contact Information:

Principal: Dr. Jeremy Bauer (jbauer@ohschools.org)
Secretary: Janelle Rutkowski (jrutkowski@ohschools.org)
Secretary: Jeanie Hardman (jhardman@ohschools.org)
Counselor: Elizabeth Syrowski (esyrowski@ohschools.org)
Counselor: Emily Celizic (ecelizic@ohschools.org)
Nurse: Laura Baird (lbaird@ohschools.org)

Mailing Address:

Ottawa Hill Elementary School
3602 Indian Road
Ottawa Hills, Ohio 43606
Phone: 419-536-8329
Fax: 419-536-6932



Ottawa Hills 2023-2024 School Year Local Schools Calendar

August	14	Monday	Teacher Work Day/Elementary Open House in evening
August	15	Tuesday	First Day of Instruction
September	4	Monday	Labor Day – Schools Closed
September	19	Tuesday	Late Start: School begins at 10:00 a.m.
October	13	Friday	End of First Quarter (43 days)
October	26 & 27	Thursday & Friday	District-Wide Parent/Teacher Conferences - NO STUDENTS
November	1	Wednesday	Late Start: School begins at 10:00 a.m.
November	7	Tuesday	Professional Development - NO STUDENTS
November	22, 23, & 24	Wednesday-Friday	Thanksgiving Break – Schools Closed
December	15-20	Friday-Wednesday	Semester Exams
December	20	Wednesday	End of Second Quarter/First Semester (44 days)
December	21-January 7	Thursday-Sunday	Winter Break – Schools Closed (18 days)
January	8	Monday	School Resumes
January	15	Monday	Martin Luther King Day – Schools Closed
January	22	Monday	Professional Development - NO STUDENTS
February	1	Thursday	Late Start: School begins at 10:00 a.m.
February	16	Friday	Professional Development – NO STUDENTS
February	19	Monday	Presidents’ Day – Schools Closed
March	15	Friday	End of Third Quarter (47 days)
March	16-25	Saturday-Monday	Spring Break – Schools Closed (10 days)
March	26	Tuesday	School Resumes
May	20	Monday	Late Start: School begins at 10:00 a.m.
May	24 and 28-30	Friday-Thursday	Semester Exams
May	27	Monday	Memorial Day – Schools Closed
May	30	Thursday	End of Fourth Quarter/Second Semester (47 days)
			Last Day of Instruction
			Commencement
May	31	Friday	Teacher Work Day

If needed, makeup days for calamity/snow days will be Monday - Friday, June 3 through June 7, 2024. Teacher Work Day will immediately follow the last day of instruction.

Approved by the Board of Education – December 14, 2021
Updated and approved by the Board of Education – April 19, 2023

The Mission Statement of Ottawa Hills Local Schools

In partnership with our community, Ottawa Hills Local Schools will inspire, challenge, and support each student to realize their unique and full potential; to embrace the joy of learning as a lifelong process; and to become an empathetic, responsible citizen.

Core Values (as stated in our Strategic Plan)

Adaptability
Collaboration
Creativity
Diversity
Empathy

Equity
Excellence
Innovation
Leadership
Tradition

The 4 Focus Areas of our Strategic Plan:

✓ **Nurture a Joyful Pursuit of Learning:**

Focusing on the act of learning as a joyful process allows the unique potential of each stakeholder to contribute to the tradition of academic excellence

✓ **Create a Lifelong Sense of Belonging:**

Instilling self-confidence and empathy will create an inclusive school culture where each person feels celebrated and where ideas can be considered and debated respectfully

✓ **Support a Comprehensive Approach to Modernization:**

Coordinating our use of space, time, finances, and technology will maximize our educational effectiveness, efficiency, and level of innovation

✓ **Leverage Partnerships for Transformative Experiences:**

Collaborating at every level of the community expands opportunities, enhances student preparedness, and offers diverse roadmaps to successful futures.

Equity Mission Statement

At Ottawa Hills, we strive to foster an inclusive, safe, and respectful environment. As a community built on unity, we encourage a proactive commitment to equity, justice, and diversity. Different ideas, perspectives, and backgrounds create a more collaborative and innovative atmosphere; our district values the voice and well-being of every student. We seek to celebrate and nurture a culture where inclusiveness is habitual, not reactive. We will always have room for growth and are committed to constantly working to improve our community.

“The Equity Mission of Ottawa Hills Local Schools was developed by Ottawa Hills

Junior/Senior High School building administrators and members of Junior/Senior High School Student Council and OHStand to align with the student code of conduct, and school and community values.”

Instructional Organization

Within a flexible grading structure, we seek to meet the individual needs of each of our students. Teachers at every grade level function as a team with a designated team leader. The team of teachers at each grade level plans curriculum, testing, and special activities together. Achievement groups may be used to provide instruction in some subject areas and grade levels.

School Curriculum

Our students have regular courses of study in math, language arts, social studies, science, health, computer literacy, art, music, physical education, and foreign language. The Library Media Center (LMC), which includes the computer lab, provides library and research opportunities for our students. To view the curriculum or ask questions concerning it, please contact the principal’s office or the curriculum office.

Section I: General Information

Raptor

In an effort to maintain safety and an accurate reflection of people in our buildings the Ottawa Hills Local School District has installed “Raptor Technologies’ Visitor Management System.” To expedite the screening process during the visitor’s first screening, the Raptor Visitor Management System will register public personally identifying information from their government issued ID, which includes their first name, last name, date of birth, photo, license ID and issuing state where the ID is registered. Please reach out to the administration or administrative assistants should you need help when registering to enter the buildings.

Enrollment Requirements

1. **School Age:** For entrance into kindergarten in the fall, a child must be five (5) years of age on or before August. For entrance into the first grade in August, a child must be six (6) years of age on or before August 1 and must have successfully completed kindergarten. Early entrance testing is available for children whose birthdays fall between August 1 and December 31.
2. **Birth Certificate:** Upon entrance into the Ottawa Hills Schools, a birth certificate must be presented at the time of registration.
3. **Physical Examination:** Upon entrance into the Ottawa Hills Schools, each enrolling child must present a report of a physical (also dental for kindergarten) examination signed by a licensed doctor.
4. **Immunizations:** Every child, by Ohio law, must be vaccinated for DTP, polio, mumps, measles, rubella (MMR), varicella and Hepatitis B prior to enrollment. By Ohio law, the parent(s) must present written evidence within fifteen (15) days of enrollment of such immunizations to prevent exclusion from classes.

5. **Change in Family Status:** If there has been a change in the family status such as a divorce or dissolution of marriage, the residential parent of the child shall notify the school and provide the office of the superintendent with a certified copy of the order or decree.

School Hours

8:00 a.m. Doors Open
8:10 a.m. Classes Begin for Grades Kindergarten - 6th Grade
2:50 p.m. School Dismissed for Grades K-6

Lunch & Recess Hours:

GRADES	LUNCH	RECESS
1st & 3rd	10:35-11:00	11:00-11:25
5th & 6th	11:05-11:30	11:30-11:55
2nd & 4th	11:35-12:00	12:00-12:25
K	12:05-12:30	12:30-12:55

Building Entry & Exit Procedures

All Students (K-6) enter and exit through the Front Pillar Doors (Indian Road)

All Parents/Visitors enter and exit through the Main Office Doors using the Raptor Security Check-in System.

Special Note: Please time your children's arrival so that they do not have to stand outside the building for a long period of time in the morning and upon returning from lunch. Supervision is not provided during these times. We request that students leave the building promptly at dismissal. If a student needs to stay after school, prior arrangements need to be made. If they need to return to the school after dismissal, they need to do so by 4:00 p.m. When returning to the building, all students should report to the office. All doors are locked at 4:00 p.m.

Students in grades 4-6 who remain at school to attend an after-school program will be expected to report to the homework room or study club junior while they wait for the program to start. Students who remain at school to attend after-school programs who do not have access to the homework room or study club junior must remain in the front lobby until their program begins. Supervision is not available during these times. All students who are

not participating in after-school programs should not remain at school after the conclusion of the school day. YMCA after-school child care is available to all Ottawa Hills families and is provided onsite.

Bicycle Rules

Students in grades 2-6 may ride bicycles to school; however, the school will not accept responsibility for the safety of the bicycles. Locks are recommended. Bicycle registration forms must be filled out and are available in the office. The license number issued by the Ottawa Hills Police should be noted on the registration card. Bicycle safety rules should be observed at all times. The Safety Patrol has the authority to report any breach of the following school safety rules:

1. Cross streets only at crosswalks where a crossing guard is on duty.
2. Students must walk their bicycle/skateboard/mobile recreational device on school grounds
3. Park bicycles in the assigned areas.
4. Do not handle other students' bicycles.
5. Obey the Safety Patrol.

Children Who Walk To School

Walkers who need to cross Indian Road should do so in front of the school with the assistance of the crossing guard on duty. Children should not cross Indian Road at Ashborne. Skateboards, scooters, shoes with wheels, roller blades, hoverboards, one-wheel, and RipSticks are not to be used on school property from 7:45 a.m. to 3:00 p.m. Students who use these devices should cease using them once they reach school, and carry/pull/push device to their destination. Items that do not fit in student lockers and/or cannot be secured to the bike rack should not be brought to school.

Forms

Parents must complete the following forms online annually for each of their children in the InfoSnap/PowerSchool Parent Portal.

1. Emergency Medical Information
2. Information Form for Student Directory
3. District Authorization and Permissions Form

Student Fees

Additional fees or minimal expenses may involve the purchases of additional supplies. All checks must be made payable to **Ottawa Hills Board of Education** or online through the PowerSchool Parent Portal.

Attendance Procedures

Attendance Overview: The attendance procedures described herein are based on the belief that it is the responsibility of the student and his/ her parent(s) to maximize attendance at school. Missing too much school

has long-term, negative effects on students, such as lower achievement and graduation rates. In December 2016, the Ohio General Assembly passed House Bill 410 to encourage and support a preventative approach to excessive absences and truancy. Regular school attendance is an important ingredient in students' academic success. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to graduate from high school prepared for higher education and the workforce.

To support academic success for all students, the district will partner with students and their families to identify and reduce barriers to regular school attendance. Furthermore, as specified in House Bill 410, an absence intervention team will be convened in instances when a student is deemed "habitually truant" as a result of his or her absence from school. House Bill 410 stipulates that "habitual truant" is defined as any child of compulsory school age who has been absent without legitimate excuse for:

30 or more consecutive unexcused hours in a month

42 or more unexcused hours in a school month

72 or more unexcused hours in a year

As permitted by House Bill 410, the Ottawa Hills Elementary School Student Success Team will perform all necessary absence intervention team duties. The student Success Team involves the collaborative efforts of school counselors, building administrators, teachers, the school psychologist, the special education director, parents and other student support persons as needed. The purpose of the Student Success Team aligns with the functions of an absence intervention team in that the purpose of Student Success Teams is to determine and employ appropriate interventions and strategies that minimize and eliminate mitigating factors (i.e. excessive school absence) to students' academic success.

Excessive Absences

In accordance with Ohio law, parents/guardians are responsible for ensuring their children regularly attend school. House Bill 410 and the Ohio Revised Code Section 3321.191(C)(1) defines excessive absences as 38 or more hours (six days) in one school month; or 65 or more hours (10 school days) in one school year with or without an excuse.

Students who meet a threshold with their absences of 19 hours in a month or 32 hours in a year, excused or unexcused will receive an attendance notification from the office notifying parents/ guardians of HB410 procedures and the importance of attendance.

Excused, Unexcused, and/or Truant Absences

Student absences from school can fall into one of three categories: excused absence, unexcused absence, and/or truant.

Excused Absence are one of the following:

- Personal illness of the student
- Illness in the family
- Death of an immediate relative
- Observance of a religious holiday
- Permissible

Students whose absences are excused for one of the above reasons will be permitted to make up all schoolwork missed with no loss of credit. However, it is the responsibility of the student to arrange make-up assignments/times with his/her teachers.

Additionally, students that are absent on the day an assessment is given or an assignment is due may be required upon their return to school to complete and submit such work on the day of their return if the length of their absence is no more than two school days and the student had prior notice of the work.

It is the responsibility of the student to arrange with teachers convenient times to make up such work. In the event of extended illness of three (3) or more days, a parent may contact the child's teacher to arrange for make-up work. Furthermore, a student has as many days to make up tests and assignments when he/ she returns as the student was absent in any one period so long as the duration of the absence is three (3) or more days and/or the student was not given prior notice of such work.

Permissible absences (see Excused Absence: Family Vacations below) may be granted and considered excused if the parents consult with the assistant principal at least five (5) school days prior to the absence and completes and returns a permissible form to the assistant principal before the start of his or her absence. Permissible forms are available in the office.

Under extenuating or emergency circumstances, the five day prior notification may be waived. A student granted a permissible absence is solely responsible for any work missed. The student must make arrangements with each teacher in regard to assignments and tests prior to the absence.

Excused Absences

In accordance with state mandates, parents must notify the school of their child's absence each day. Please call (419) 536-8329 by 8:00 a.m. on the day of the absence. If the school is not contacted of the child's absence within the first hour of school, the parent/ guardian will be notified.

Additionally, students reporting to school after an absence are to present, within three (3) school days, a written excuse from a parent/guardian to the attendance office in order to receive an excused pass.

Excused Absence: Family Vacations

When a family is planning a vacation for which your child will miss school (while school is in session), parents must discuss it with a building administrator in advance. The permissible form is available from the Elementary School main office. The length (number of days) of the absence must be made clear, and teachers and administrators involved should have an opportunity to express their views on the potential effects of the absence. Absences will be considered excused when the administration of the Elementary School has been consulted at least 5 (five) school days prior to the absence and the student completes and returns the permissible form to the administrators before the start of his or her absence. Under extenuating circumstances, the five day notification may be waived by an administrator. The parent/student must make arrangements with each teacher in regard to assignments and tests prior to the absence. Should the absence be considered unexcused by the building administration, the student's absence will be considered unexcused and subject to truancy regulations as indicated by HB410.

Unexcused Absences

Unexcused absences are those which are not based on any of the conditions listed above. Unexcused Absences refer to absences from any portion of the school day without previous permission and knowledge of the parent/guardian or principal, and tardies in the mornings and after lunch. Truant and/or unexcused students are dealt with in accordance with the school discipline code and will be marked on attendance records according to HB410 guidelines. Vacation absences that extend beyond the sixteen-day (16) limitation will not be excused.

(Appendix H of this handbook is a sample copy of the Student Absence Form.)

Extracurricular Attendance

A student must be in school for one half day of classes in order to participate at any practice, performance, competition, etc., after school on the same day. The student must be in school one half day to be able to practice, perform, or compete on the next day if it is not a school day.

Tardiness

School starts promptly at 8:10 a.m. for grades K-6. Any student(s) arriving after the 8:10 bell or who are late returning from their lunch/recess period will be marked tardy.

Medications

Whenever possible, children's medication should be administered by a parent at home. However, if it is necessary for a child to take a prescription medication or over-the-counter medication at school, the parent and doctor must complete an "Administration of Medication" form available in the school office. Medication must be kept in the school office and can only be brought to school by the child's parent.

Drugs can only be administered if the following criteria are met:

1. The principal or nurse receives a written request signed by the parent or guardian for the drug to be administered to the student.
2. The principal or nurse receives a statement signed by the physician that includes the following information:
 - a. Name and address of the student
 - b. The school and class in which the child is enrolled
 - c. The name of the drug, dosage, and times to be administered
 - d. The dates to begin and end administration of the drug
 - e. Possible severe adverse reactions to the drug, which should be reported to the physician.
 - f. An emergency phone number where the physician can be reached.
 - g. Any special instruction for administration of the drug
3. The parent agrees to submit a revised statement signed by the physician if there is a change in any of the information provided by the physician.
4. The drug must be received in the container in which it was dispensed by the prescribing physician.

(See Appendix of this handbook for a copy of the "Administration of Medication" form that may be used for this purpose. Additional forms may be obtained in the school office.)

(See Appendix of this handbook for a copy of the “Administration of Over the Counter Medication” form that may be used for this purpose. Additional forms may be obtained in the school office.)

(See Appendix of this handbook for a copy of the approved school board policy pertaining to the administration of medication)

Accident or Illness at School

School personnel may administer minimal emergency first aid. The parents will be called whenever there is a question of “treatment” or if a child seems ill enough to go home. **Therefore, it is essential that a responsible person be available by phone during school hours.** Please update your child’s emergency form in the office as the need arises.

In the event of a serious situation requiring immediate medical attention and a parent cannot be reached, the child will be taken to the hospital designated on the emergency medical form. Parents who object to medical aid must make this known to the school office and to the child’s teacher. It is also important that any child’s health problem or allergies be shared with the teacher and the school office.

Illness

Students exhibiting symptoms including fever, vomiting, and/or diarrhea should not attend school until they are free of symptoms for 24 hours and/or have received at least one dose of antibiotic (in the case of STREP or other bacterial infection) 24 hours prior to returning to school.

Emergency Procedures

1. **Inclement Weather:** If Ottawa Hills Local Schools are closed unexpectedly due to inclement weather, announcements will be made on local television and radio stations.

2. **Elevated Threat Alert:** Should the Office of Homeland Security issue an Elevated Threat Alert, the following will apply:

Before School Hours: Schools will be closed. All activities, events, and programs (including YMCA) scheduled for any district facility will be canceled until further notice. Consult television and radio stations for the continuing status of school closings.

During School Hours: Our school buildings will be secured and will remain open until regular dismissal time. If parents wish to pick up children earlier than dismissal time, they need to report to the school office to sign out their children. We do not encourage parents to sign out children. Students will NOT have the option to leave the building for lunch unless parents sign them out. Arrangements will be made to feed the children in school. All after-school activities, events, and programs will be canceled.

3. **Building Evacuation:** In the event of certain building emergencies, students will be relocated to an evacuation assembly area. Our evacuation sites are Ottawa Hills High School, St. Ursula Academy, or Hope Lutheran Church on Secor & Indian. Students will be released ONLY to parents/guardians with picture ID.

Adults Picking Up Children

Parents should report to the office before picking up a child to leave school. Under no circumstances will a child be allowed to leave the building with a stranger. When a child is to be picked up at a time other than normal dismissal, the parent must sign the child out on a sign-out sheet in the office. Please send a note to school with your child indicating the time that your child will need to leave and the reason for leaving. If a parent is late picking his or her child up, the child should report to the office so a parent contact can be made. Under no circumstances, should anyone take someone else's child from school grounds without notifying the office and making arrangements with the parents.

Reporting to Parents

Formal progress reports are issued three times during the year: November, March, and June. In addition, interim reports showing each student's individual progress will be issued at the interim of each trimester. At the time of the first interim reports, parent-teacher conferences are scheduled to ensure direct communication with all of our parents. If parents have any concerns at other times during the year, they are encouraged to schedule a conference with the teacher or principal.

Promotion and Retention

The promotion of each student is determined individually. The decision to promote or to retain a student will be based on a variety of factors.

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 and development.

The decision to retain a student will be done cooperatively by a team consisting of the building principal, teacher(s), school counselor or psychologist, and parents. Emphasis will be placed on whether the child will benefit and profit by being retained as well as whether or not the student is academically prepared for the next grade level. The Principal, after consultation with the team, shall make the recommendation relative to the promotion or retention of the student. In the event of a dispute, the Superintendent or designee shall make the final decision.

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).

Third Grade Reading Guarantee

All students entering the third grade must demonstrate a certain level of competency in reading before advancing to the fourth grade.

The District shall provide intervention services to students whose assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade level.

Definitions

- "On track" means any student who is reading at grade level based on previous end of year standards expectations by September 30th.
- "Not on track" means any student who is not reading at grade level based on previous end of year standards expectations by September 30th.

Assessment of Reading Skills Program

- A. If diagnostic assessment results show that a student is "not on track" to be reading at grade level by the end of the year, the parent will be notified, in writing.
- B. For each student identified to be "not on track", the District shall provide intensive reading intervention services and regular diagnostic assessments immediately following identification of a reading deficiency and develop a reading improvement and monitoring plan (RIMP).

Promotion/Retention Under the Third Grade Reading Guarantee

Beginning with students who enter the third grade in the 2013-2014 school year, no student shall be promoted to the fourth grade who does not attain at least the equivalent level of achievement designated by R.C. 3310.0710(A)(3) on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade unless the student is excused as outlined in the Third Grade Reading Guarantee.

Homework Philosophy

Three Beliefs About Homework

1. Homework is valuable when it is purposeful in quantity and quality.
2. The nature of homework is necessarily influenced by the age of the student.
3. The act of assigning homework implicitly involves at least three assumptions.

We believe in the value of homework that is purposeful in quantity and quality. The quantity should be aligned with the students' developmental needs for additional practice or exploration. The quality should be defined by a clearly meaningful connection to classroom activities and the instructional goals thereof. In other words, a valuable assignment is one that supports classroom instruction toward the attainment of a meaningful educational goal that the student can himself or herself articulate and achieve in the allotted time. Such assignments afford students chances beyond the school day to grasp important concepts or to explore them more deeply or to practice important skills. They provide teachers with a source of student performance data that is collected outside of the classroom setting, thereby diversifying their understanding of their students. And, they afford parents and families an opportunity to make observations of or participate in their child's schooling.

We also believe that the nature of homework is necessarily influenced by the age of the student; that the purpose of homework changes over time. One way to articulate that transformation is to say that students go from "learning to read" to "reading to learn." In other words, early homework assignments are most often intended to build skills. Those skills are primarily in the areas of literacy and numeracy, but also include executive functioning skills like self-regulation and organization. Homework assignments then increasingly become more

about reinforcing, expanding, and applying those skills in different contexts and toward different goals, including self-discovery, developing critical thinking skills, and a deeper exploration of various academic disciplines. An understanding of this evolving nature of homework is an important part of recognizing its connection to our district mission to promote lifelong learning and of recognizing the value of any given assignment.

Finally, we believe that the act of assigning homework implicitly involves at least three assumptions: (a) that the student will be completing the assignment and has the required skills to do so, (b) that the allotted time is sufficient for the student to do well, and (c) that the homework learning environment is conducive to such work. To ensure that these assumptions are safely made, we believe it is important to work in partnership with students, families, and colleagues to understand each student's circumstances.

The Homework Team

The district mission begins with recognizing a partnership between the school and the community, and in fact actualizing these beliefs about homework into pedagogy is necessarily a team effort involving teachers, parents, and the students themselves. The success of that effort depends on each member of the team understanding and working to meet certain expectations. The following table is an attempt to present some of the more fundamental expectations according to key aspects of the beliefs just described.

	PURPOSE	SKILLS	TIME	ENVIRONMENT
TEACHERS will...	communicate the purpose of an assignment.	assign homework that aligns with student skill development.	set reasonable due dates and communicate the time an assignment might require of students.	define and promote the importance of a suitable homework environment.
PARENTS will...	help students to understand the connection between homework and personal growth.	encourage the development of student skills and routines.	help students to include homework in the management of their time.	provide a suitable homework environment.
STUDENTS will...	clarify and work to fulfill the purpose of the assignment.	do their best to present their current level of skill.	make effective use of the time allotted to complete the assignment.	seek out suitable homework environments in which to work.

These expectations are intended to guide classroom-level policy and practices that demonstrate an effort to live our philosophy.

The Evolving Nature of Homework

In addition to the above expectations, classroom-level policy and practices are also guided by an understanding that the nature of homework changes as students' progress developmentally. What follows is a description of that evolution by grade-level bands.

For Kindergarten through Second Grade

Students are introduced to fundamental skills in literacy, numeracy, and executive functioning. Those skills are modeled and students are given time to practice them.

For Third through Fifth Grade

Students further develop fundamental skills in literacy, numeracy, and executive functioning. Those skills are applied to various guided and independent learning tasks across the disciplines. Modeling and practice of those skills continues.

For Sixth through Eighth Grade

Students apply literacy, numeracy, and executive functioning skills toward increasingly independent and disciplined specific learning tasks. Some modeling and practice continues as required.

For Ninth through Twelfth Grade

Students apply literacy, numeracy, and executive functioning skills toward independent and discipline specific learning tasks.

At the fourth grade level, our children begin to have progress measured by a regular grade structure (A, B, C). During the first grading period, fourth grade teachers will monitor a transitional period to prepare the children for more independent work and homework, including work on general study skills such as how to write a report and how to study for tests.

Federal Programs

Title I Information

Every Student Succeeds Act (Public Law 114-95), Section 1112 (e)(1)(A)

Title I: Parents Right to Know

You have the right to know about the teaching qualifications of your child's classroom teacher in a school receiving Title I funds. The federal Every Student Succeeds Act (ESSA) requires that any school district receiving Title I funds must notify parents of each student attending any school receiving Title I funds that they may request, and the district 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:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
3. Whether the teacher is teaching in the field of discipline of the certification of the teacher;
4. Whether your child is provided services by paraprofessionals and, if so, their qualifications.

You may ask for the information by contacting the Central Office at (419) 536-6371

Title I: School-Parent-Student Compact

School Responsibilities:

- Create a welcoming and positive learning environment for students and parents, provide high-quality curriculum, notify parents of changes affecting attendance, achievement, grades, behavior.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, Title I Site Plan, and schoolwide improvement plan.
- Hold an annual meeting to inform parents of the school's participation in Title I-A criteria, program, and parent involvement and other parent involvement/training activities – normally in conjunction with parent/teacher conferences. The school will invite all parents of children participating in Title I-A programs (participating students), and will encourage them to attend.
- Frequently assess students and provide ongoing feedback to parents, in formats easy to understand and at reasonable intervals, on how the student is progressing academically.
- Provide opportunities for parents to participate in decisions about the education of their child.
- Classroom teacher will give each parent an individual student report in written form about the performance of their child on the state assessment in at least math, writing, and reading.
- Ensure that all certified and classified Title I staff are highly qualified.

Parent and Family Responsibilities:

- Make sure that my child is on time and strives for 100 percent attendance, and contact the school if my child is absent.
- Establish a time and place for homework and work with my child to get it handed in the next day.
- Monitor the amount of television my child watches and ensure that my child gets enough sleep each night.
- Attend conferences and Title I family nights, look at schoolwork, and call the school as needed to monitor my child's progress.
- Check with my child daily for information sent home from school, read it and respond, if necessary.

- Participate, as appropriate, in decisions relating to my child's education. If possible, be a member of the school or the District's policy advisory groups, Site Council, or Title I Site Planning Team.
- Read at least 15 minutes, a minimum of four times a week with my child, outside of school time.

Student Responsibilities:

- Come to school each day ready to learn and do my best!
- Do my homework every day and ask for help when I need it.
- Read at least 15 minutes every day outside of school time.
- Give my parents (or the adult who is responsible for me) all papers and information sent home with me from the school.
- Complete my class work/homework and ask for help when I don't understand.
- Respect and cooperate with other students and adults and follow all school rules.

Title I: Parent & Family Engagement Plan

The District Will

Provide opportunities to all parents to participate and stay informed and engaged in educational efforts at the school. Historical examples include:

- November Parent-Teacher Conferences with Reading Intervention Specialists
- Meetings with teachers/counselor/principal at request of parents
- Invitations to schedule an appointment to attend team meetings
- Open House
- Grade-Level Parent Meetings
- Special Parent Nights (e.g. Math In Focus Night)
- Book Fairs
- Parent organization sponsored events
- Weekly Bulletins
- Weekly & monthly K-12 school newsletter
- SchoolMessenger alert messages for important information

The District Will:

Provide parents with resources to support student learning at school and at home.

Historical examples include:

- Reading/literacy materials (ie. journals) for use at home
- Leveled books
- Direct parents to district website and individual school pages for information
- Post policies & important information on website
- Seek parent input about our reading program, its funding, and this plan

IN ADDITION, OTTAWA HILLS LOCAL SCHOOLS WILL:

- Use relevant evidence to measure success.
- Eliminate barriers to participation.
- Share information regarding district and building-level strategic plans and district goals.

- Use high quality data to create SMART goals/strategies/action steps.
- Engage community in strategic planning for *Ed Steps*.
- Administer periodic parent surveys.
- Work closely with our numerous parent organizations to engage families.
- Continue to explore and build partnerships with community groups, businesses, and organizations to improve student achievement as well as college and career readiness.
- Notify parents of students eligible for reading services at the beginning of each school year or as they are identified via school newsletter and always have information posted on the district website.
- Encourage frequent dialogue with parents regarding student progress & success. Ensure relevant MTSS (Multi-Tiered System of Supports) programming information is communicated to families.

Under FERPA, the student's parent or legal guardian* or the student (if the student is at least age 18) has the right to do the following:

1. Review the student's "education records."
2. Challenge information in the education record(s), which you consider inappropriate, inaccurate, misleading, a violation of privacy or other rights of your child, and to request that such information be changed or deleted.
3. Have an impartial hearing whenever a building administrator refuses to amend a record at your request.
4. Place a statement in the record telling why you feel any part of the record is inaccurate or unfair, in the event the hearing's outcome is not in your favor. In the event that the contested information is disclosed, the school must disclose this statement with it.
5. Provide or withhold your written consent needed for the school to reveal information in the record to any individual, agency, or organization outside the school district or otherwise by law exempted.
6. Receive a list of persons/agencies who have been permitted to see your child's records(s).
7. Report violations of these rights to the superintendent or designee or the Student Privacy Policy Office, (SPPOO), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202, (800-872-5327).

**Parental rights can be restricted if the District is provided with evidence of a court order or legally binding document (for example, relating to divorce, separation or custody) that specifically limits or revokes a parent's rights regarding the student.*

All schools that receive federal funds are required to assist you in the following ways regarding FERPA:

- Regularly inform you of your rights regarding school records (i.e. website, student handbook).
- Provide upon request a list of the types of records and where they are kept.

- Respond within a reasonable time (45 days) to your written or oral request to review your records.
- Allow you to examine your record(s) file before these materials are destroyed if you have requested to review them.
- Provide copies of those records if you request them, but at a reasonable fee for this service.
- Parents - or students who are at least 18 years of age - who do not want directory information for their child released to colleges, universities, military recruiters, or other parties may notify the school in writing about that preference. Written notification to the high school office must be received no later than the 4th week of the start of the current school year.

Directory Information

Directory information is listed as the student's name, address, telephone listing, date and place of birth, and dates of attendance.

Directory information must be released when requested by a person or group unless that person or group is requesting the information in a profit-making plan or activity. If a person contacts Ottawa Hills Elementary School regarding the release of directory information, it will be our policy to require this individual to request this information in person and to give the reason(s) for such a request in writing.

Even though directory information must be released upon request, parents have the right to deny in writing the release of the directory information.

Withdrawal

When a student must change schools, it is important that the school office is notified in advance. This enables the secretary and the teachers to prepare the withdrawal form and academic records for the child so that it can be taken or sent to the new school within the time limit required by the law. Parents need to stop in the office and sign a release form for this information.

Care and Maintenance of the School Building

We take pride in the appearance of our school and work hard to keep it a clean, safe environment for our children. Before hanging any item in the school, it needs to be approved by the Elementary office.

Visitors/Volunteers

We are always pleased to have adult visitors and volunteers in our school. They should notify the school office in advance whenever possible. The office will notify the classroom teacher. Visitors and volunteers should report to the office to sign in, obtain and wear a visitor badge, and sign out when leaving. Children are allowed to visit classrooms only when accompanied by parents or another responsible adult.

Please know that your attire is an example for students and represents a school environment. Adults should abide by the student dress code as detailed on page 35.

Kitchen

In order to maintain the health and safety of our students, no children may enter the kitchen at any time during the lunch hour. Students may only enter the kitchen during the school day and/or during after school programming with permission and in the presence of a supervising adult or teacher.

Open House

Open House is a special opportunity for parents to meet the staff and visit each child's classroom. If you desire a conference, please contact your child's teacher(s) to schedule a time when you can meet privately.

Dogs/Pets in the Building

For the safety and security of our children and staff, please do not bring dogs or other pets into the school buildings unless prior arrangements have been made with the building principal. All pets being brought to school must include an appropriate leash, cage, or box.

Lost and Found

All "Lost and Found" items are located in the bin outside the New Gym. Students and parents are welcome to look for a lost item after school hours. Any unclaimed items are donated to a local charity.

Electronic Devices

Electronic devices are prohibited during school hours. These include cell phones, iPods, handheld video games, laptops, other such like devices. Use of personal electronic devices during school hours may be subject to discipline. Additionally, the internet posting or otherwise sharing of student/ school images by anyone without the principal's prior permission is strongly discouraged. School is not responsible for lost or stolen devices.

Students with wrist devices (Fitbit, Apple Watch, etc.) that create a distraction in the classroom may be told to put the device in their locker or to refrain from bringing them to school. Smart watches cannot be worn during testing.

eReader Program – Grades 4 through 6

Students in grades 4 through 6 may use an eReader device in the classroom for the sole purpose of reading a book for Sustained Silent Reading (SSR) or other similar reading situations as designated by the teacher.

eReaders are devices with E Ink screens, designed primarily for viewing books. Some examples include the Kindle, Nook, Kobo Reader, and Sony Reader. Students may not connect these devices to the district network or access the Internet at any time during the school day, or use the eReaders for any purpose other than displaying reading material.

Touchscreen devices with color LCD screens are considered tablets; eReader crossover devices like the Kindle Fire and Nook Color may be used, but only as an eReader device. Students may not use iPads, iPods, notebooks, or other electronic devices as an eReader. Devices intended to be used to play games, watch videos, or navigate the Internet are not permitted.

Parents/guardians are solely responsible for the content on their child's eReader. The Ottawa Hills School District assumes no responsibility for damage, loss, or theft of any eReader brought to school.

Failure to comply with this policy may result in disciplinary action and revocation of eReader privileges.

Wireless Communication Devices

A “wireless communication device” is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. Students may use wireless communication devices (WCDs) before and after school, at any other time the use of WCDs is prohibited and they must be powered completely off (i.e. not just placed into vibrate or silent mode) and stored out of sight.

Students are prohibited from using WCD's in any manner that violates existing student conduct rules.

Students are also prohibited from using a WCD to capture and/ or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to receive such information.

Possession of a WCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the WCD. The building principal may also refer the matter to law enforcement if the violation involves **suspected** illegal activity.

Students are personally and solely responsible for the care and security of their WCDs. The Board assumes no responsibility for theft, loss, damage or vandalism to WCDs brought onto its property, or the unauthorized use of such devices.

Security Cameras

Security cameras may be used both inside and outside of buildings to assist in the security of students, staff and property. The primary purpose of the cameras is to monitor high traffic areas and those in which people may enter and/or exit school buildings and premises. At the discretion of the administration, cameras may be used in matters involving student conduct. Use of security cameras will be in compliance with the law to protect the privacy rights of students, staff and other individuals.

Section II: Student Services

www.ohschools.org/about-us/student-services

Notice of Nondiscrimination

The Ottawa Hills Local School District does not discriminate on the basis of race, color, religion, sex, age, national origin, or disability in admission, access, treatment, or employment in its programs, services, and activities. Applicants, students, parents/guardians, employees, referral agencies, and all organizations holding agreements with the District are hereby notified of this policy. Any person with concerns regarding the District's compliance with the regulations implementing Title VI, Title IX, Section 504 of the Rehabilitation Act, or the Americans with Disabilities Act is directed to contact:

Notice of Procedural Safeguards

The Ottawa Hills Local School District notifies parents of students with disabilities of the applicable procedural safeguards as required by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Parents may also request a copy of the Notices of Procedural Safeguards at any time by contacting the Office of Student Services.

Child Find

The Ottawa Hills Local School District has adopted and implemented policies and procedures that ensure the District identifies and locates every student residing within the District who may be a student with a disability, regardless of whether the student is currently receiving a public education. If you suspect your child may have a disability, please contact your child's teacher or the Student Services Director at (419) 657-4070.

Special Education Records

Parents have the right to examine all relevant education records of their child, including special education records. Pursuant to the requirements of the Individuals with Disabilities Education Act and Ohio law, student special education records must be retained consistent with the District's record retention requirements. Personally identifiable information that was previously collected, maintained, or utilized by the District and is no longer needed to provide educational services to students will be destroyed in accordance with the District's Record Retention Schedule unless the parent/guardian or adult student notifies the District otherwise. Some education records (such as an individualized education program, i.e., "IEP") may be useful to parents/guardians or former students for other purposes, such as seeking accommodations for employment or higher education, applying for public benefits, insurance, etc. Should you wish to request copies of special education records, please contact the Student

Services Director at (419) 657-4070 within the timeframes outlined in the District's Record Retention Schedule.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA) protects students who have a disability that requires special education services. These services include special instruction and an Individual Education Plan (IEP.)

In order to meet the individual needs of students with disabilities, the school has identification procedures in place. As a team, all needs will be determined and a written Individual Education Plan will be developed and implemented. A referral and a multi-factored evaluation are required in making a placement decision. Section 504 protects a student if the disability interferes with one of the major life activities, but special education services are not appropriate, but the team determines that accommodations are appropriate, a 504 plan is then written.

(See the Appendix of this handbook for a copy of the "Student Services Flowchart.")

L.E.A.P.

Learning, Experiences, Activities, and Projects is the name of the program available to gifted. Selection of students is made based on standardized achievement and ability tests.

L.E.A.P. Program Homework Guidelines

1. Students are responsible for understanding the concepts that are taught in their regular classes while they are in L.E.A.P.
2. Work that is considered essential to make up will be available at the end of the day for L.E.A.P. students. It is the student's responsibility to see his/her teacher(s), or assignment board, for that work before leaving school on L.E.A.P. day. In addition, a student may need to meet with his/her teacher(s) regarding missed activities in class.
3. Students should have one day to complete missed assignments as if they had been absent for illness. (Example: If L.E.A.P. meets on Monday, assignments are due on Wednesday.) The exception is math, which is due the next day.
4. Since L.E.A.P. students will always have advance notice of tests, they will be expected to take all tests as scheduled, except when tests take place on their L.E.A.P. day. Long range projects should be turned in as scheduled.

School Counseling Program

Services provided by our school counselors are available to all students and families. Students have an opportunity to receive guidance on an individual, small, or large group basis. The purpose is to help children grow emotionally, socially, and academically. Parents are encouraged to call the school counselor(s) for an appointment whenever the need arises.

Second Step

Over the summer of 2014, OHLS school board approved Second Step, a social-emotional curriculum that was implemented beginning with the 2014-15 school year. This program is a research-based program that promotes school success, school connectedness and a safe and respectful school climate by directly teaching students skills that strengthen their ability to learn, manage emotions, have empathy and solve problems. All lessons are aligned to the revised state standards for each grade level, allowing teachers to engage students in Second Step lessons while meeting Ohio's curriculum requirements.

Students participate in approximately one lesson per week throughout the school year. Skills taught in the lessons are reinforced building-wide within cross-curricular lessons, classroom meetings and individual, small group and whole class meetings with OHES guidance counselors, resulting in positive social, emotional and learning outcomes for all students.

A key piece in the success of this program is family support. By encouraging conversations with your child(ren) about lessons they have learned in the Second Step program, you help your student internalize program lessons and reinforce the application of skills taught in the program.

Our goal at OHES is to provide a healthy learning environment for all children by promoting positive social and emotional development in all children. By developing students' self regulation skills, social-emotional competencies and school connectedness, the Second Step program prevents problem behaviors, antisocial behavior, peer rejection, low academic achievement and impulsivity.

Multi-Tiered System of Support

Multi-Tiered System of Support (MTSS Team) is a school-based problem-solving group that meets regularly at each grade level. Grade level teacher will update the team on student progress and then present data on a small group of students that may benefit from intervention or update the committee on students previously discussed. When necessary, a plan will be established or adjusted to meet the needs of the students being discussed.

Student Success Teams

Student Success Teams are school based problem-solving groups whose purpose is to assist teachers with intervention strategies to deal with the educational and emotional needs of their students. Ottawa Hills Elementary School has a functioning team that meets to assist any teacher or parent who feels a student may need additional help beyond what the teacher is providing.

Intervention Services

Ottawa Hills Elementary School offers intervention services for students in kindergarten through sixth grade. Intervention is provided in a variety of ways, depending on the individual needs of each qualifying student.

Summer Intervention

Ottawa Hills Elementary School offers summer intervention programs for qualifying students. The program is designed to assist students who have been identified as needing additional assistance in order to be academically successful. A student's eligibility is based on several factors including standardized tests, classroom performance, and teacher recommendation.

Section III: Student Organizations and Activities

Extracurricular Activities Participation Fees

Students are able to participate in extracurricular activities if they choose. These activities take place during lunch and are coordinated by a member of our teaching staff. The advisors of these groups work together to schedule their events in order to allow students to participate in more than one event. The Ottawa Hills Board of Education has adopted a fee schedule for participation in extracurricular activities. Fees for the Elementary School are as follows:

- There is a \$35.00 fee if your child plans to participate in either Brown Bag Chorus **or** Science Club.
- There is a fee of \$20.00 if your child plans to **only** participate in MathCounts.
- If your child plans to participate in either Brown Bag Chorus **or** Science Club **and** MathCounts, the fee is \$50.00.
- And if your child plans to participate in Brown Bag Chorus **and** Science Club there is a \$60.00 fee.
- If your child participates in Brown Bag Chorus **and** Science Club **and** MathCounts, the fee will not exceed \$60.00.

Brown Bag Chorus

The Ottawa Hills Brown Bag Chorus is available to students enrolled in grades 5 and 6 who are willing to rehearse regularly and attend all performances. Rehearsals are held during lunch periods. The chorus performs at least two times each school year.

Science Club

The Science Club is open to third through sixth graders and meets during lunch periods. A calendar of scheduled meetings is given to all members at the beginning of each school year. During the year, students are involved in hands-on science experiments. Field trips are optional for the members throughout the year.

MathCounts

MathCounts is open to sixth grade students and meets once a week during the lunch recess. The club meets from October to February. This club provides an opportunity for math enrichment through solving challenging math problems. They are also exposed to many mathematical concepts. Twelve students will be selected to compete at a MathCounts competition at the University of Toledo in February.

Safety Patrol

The purpose of the Safety Patrol is to help students, faculty, and visitors maintain school safety. Selection of patrol members is made from volunteers on the basis of citizenship, scholarship, general attitudes, and sense of responsibility. Sixth graders are strongly encouraged to assume this leadership responsibility.

Student Council

The Student Council is the student governing body of our school. Representatives are selected by their fellow classmates at the beginning of each school year. The representatives report the council's business to their classmates. All students are urged to vote on suggestions that will help to unify and improve the school. The Student Council sponsors special activities and projects.

Birthday Celebrations

Our teachers try to be very sensitive to the feelings of all of our students. As a result of this effort, we ask that no party invitations be distributed to the children during school hours unless every child in that class is getting an invitation. The office does not provide personal addresses for invitation purposes but you may be able to obtain this information through the OHSPA Directory. Also, if you are planning to bring treats for your child's birthday, it is important that you set this up with the teacher in advance due to student food allergies.

Field Trips

Our students enjoy many excursions into the community to broaden classroom experiences. Students take educational trips to such points of interest as: The Toledo Museum of Art, Toledo Zoo, Toledo Symphony, etc. Parents will give permission for all field trips at the beginning of the school year. This is included on the Emergency Medical Form. Prior notification of all field trips is given to parents.

Holiday Parties

The school sets aside some school time each year for holiday celebrations: Halloween, Winter Holidays, Valentine's Day, etc. Volunteers should take all students into consideration when planning the party. Nutritious treats are encouraged. The classroom teacher will offer volunteers items to consider when making party arrangements.

Party Considerations

Those volunteers in charge of planning a classroom party should take the following items into consideration.

- Many of our students have allergies to different items. Please consult with the teacher before planning. We must also consider the processing of the items.
- Please consider having healthy items available for a snack. Not all students are allowed to have sweets.
- All food must be individually packaged.
- Please utilize the time allocated for the party. It is important to have enough activities planned to fill the time, but not to have more than can be completed by the time of the party.
- Please make sure all activities are age appropriate and include some time for the students to de-escalate and relax.

Outdoor Education

Our school's outdoor education program will operate at all grade levels this year. The classroom is left behind and the children enter nature's own amazing "instructional center." Activities may include: orienteering, nature hikes, Native-American history experience, aquatic life study, survival skills, plant study, and ecology study. Children participate in half day or full day outdoor education experiences. The curriculum culminates with the sixth graders spending three days involved in an extensive outdoor education experience at an area camp.

Section IV: General Behavior Guidelines

House Bill 421 requires each board of education to adopt a set of rules and regulations designed to maintain order and discipline necessary for effective learning. The board of education's primary concern is that students learn in an environment conducive to learning. All students have the responsibility to act in such a way as not to interfere with the rights of others to an appropriate educational opportunity. By accepting the right to participate in all school programs, including extra-curricular activities and athletics, on or off school property, the students shall also accept the responsibility to conduct themselves according to the rules, regulations, and provisions governing the operation of these programs.

Behavior

1. Arrive at school no earlier than 8:00 a.m.
2. Running, loud talking, shouting, pushing, or shoving is not permitted anywhere in the school.
3. No gum chewing.
4. Never damage or write on any school property.
5. Vulgar or obscene language is not permitted.
6. Bullying behavior will not be tolerated. Bullying is defined as one or more students picking on another student and includes teasing, insulting, threatening, stealing, shoving, hitting, kicking, and purposely excluding.
7. Non-educational items brought from home should remain in student's backpack. Teachers and staff reserve the right to confiscate items deemed to be a distraction in the learning environment. This includes cell phones, toys and fidgets not used for educational purposes.

Honor Code

At OHES, we strive to create an environment wherein all will act honestly. We take the time to teach, and firmly believe students, faculty, and the administration know the difference between right and wrong. We collectively expect all to choose what is right.

Cheating is – but is not limited to:

1. Copying homework or allowing copying
2. Sharing information during a test or quiz
3. Sharing test or quiz information with students in another class period
4. Submission of a prewriting assignment that was written out of class when the assignment was required to be written in class.

Plagiarism is – but is not limited to:

Presenting as one's own work or the ideas of someone else without proper citation. Some examples are: using someone else's work as your own, or not properly citing work or ideas from a reference book, internet source, or textbook.

Lying is – but is not limited to:

Willful and knowledgeable telling of an untruth or falsehood as well as any form of deceit, attempted deception, or fraud in an oral or written statement. Some examples of lying are: failing to give complete information to a teacher, or feigning illness to gain extra preparation time for tests, quizzes, or assignments due.

Extracurricular Behavior

Elementary age children should be accompanied by their parents at extracurricular activities. This includes football and basketball games. Please assist our supervisors by emphasizing appropriate spectator behavior.

Lunchroom Behavior

1. Students should enter the lunchroom quietly, go to their assigned tables and remain seated while eating.
2. Throwing paper or food is not permitted.
3. Students should remain in the lunchroom until dismissed by the supervisor.
4. Each student is expected to clean up his/her own place.
5. No food or drinks are allowed outside.
6. Students should bring outside clothing suitable to weather conditions when coming to lunch so that it is not necessary to return to lockers.
7. In case of inclement weather, students should follow the directions of the noon-duty supervisors.
8. Students going home for lunch should not return to school until their designated end of lunch/ recess.
9. At all times during lunch, the front of school (Indian Rd.) and the circle side of the building are off limits for student play.

Classroom Recess

Teachers may choose to take their classes outside for a short, additional recess. All the guidelines for **Lunchtime Recess** apply for classroom recess. With teacher discretion and permission, items may be brought to the classroom for use by all students during classroom recess with the understanding that the items are donated and become part of the classroom supply. The school cannot assume responsibility for damaged or lost items.

Inside Recess

On days when the weather does not permit outdoor recess, students will stay in the classrooms for recess. They will follow the procedures for play and other activities as instructed by the classroom teacher.

Lunchtime Recess

The purpose of recess is for children to engage in unstructured social interactions with friends while being supervised. It is an opportunity for fun, movement, and social experiences. Students are expected to cooperate and follow directions from the adult supervisors.

Weather permitting, recess is held outdoors. Students should dress for the weather and be prepared to go outside each day. They will have indoor recess if the actual temperature or wind chill is 18 degrees or less. In order to maintain an environment, which is both fun and safe for everyone, the following guidelines apply:

1. Depending on the situation or medical concern, a student may be excused from outdoor recess with a note from a parent or physician. Recess privileges may be taken away by a teacher or by the principal.
2. The blacktop should be used for small group or individualized games and for all play when the ground is wet or soft.
3. Tag may be played in grassed areas only. For safety reasons, tag may not be played on the equipment or on the blacktop.
4. Only safe play is allowed:
 - a. Only one person at a time is permitted on the swings and monkey bars.
 - b. Sit in a forward position when using the slide. Climb up to the top using the ladder steps only.
 - c. No tackling or fighting is allowed.
5. Toys, balls, or sporting equipment may not be brought to school for use during lunchtime recess. An assortment of toys and sports equipment is provided for students to use on the playground.
6. Students may not throw dirt, snow, rocks, or water.
7. Students engaging in unsafe behavior on the playground may be restricted from equipment and/or activity as appropriate.

Playground Rules

The following rules are for use on the playground:

1. All students are to stay in the play area on the Ashborne Place side of the building. Students should not go beyond the sidewalk on the Indian Road side of the building nor past the second backstop at the rear of the school building.
2. Students are not to go on the street at any time. Supervisors should be called if it is necessary to go on the street to retrieve a ball or other playground equipment.
3. Students are not allowed back in the school building once outside except in cases of emergency. If a student must use the bathroom, it must be the ones at the playground entrance near the new gym. No students are allowed on the sixth grade floor during lunch/recess unless they have adult permission.
4. Students will not be dismissed early from the lunchroom without adult permission.

5. All playground equipment is to be picked up by the students and returned to the equipment cart before they return to the building.
6. Students are not to ride their bikes on the playground when returning from lunch or during school hours.
7. Students are not to be picking up or throwing sticks or other objects found on the playground.
8. Students who continue to violate playground rules after 2 warnings will be issued a discipline slip to be signed by a guardian and returned the following day. Students who do not return the discipline slip within 3 days will be issued a detention. (See detention schedule on page 29.)

(See the Appendix of this handbook for a sample of the Lunch/ Recess Referral Form.)

Acceptable Use Policy for Network, Internet, and Electronic Research Access and Use (Please Review the Revised Policy added to the Appendix)

Dress Code

The responsibility for the personal appearance of the student rests with the parent/guardian and the student. Personal appearance shall not detract from the educational process. The following establishes the minimum acceptable standards for student dress. Questionable student dress and appearance will be ruled acceptable or unacceptable by the principal.

Our Student Dress Code is Designed to Accomplish Several Goals:

- Allow students to achieve educational objectives
- Promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes.
- Allow students to wear clothing of their choice that is comfortable.
- Ensure students are treated fairly and equitably regardless of race, sex, gender identity, gender expression, sexual orientation, political affiliation, ethnicity, religion, cultural observance, household income or body type.
- Respect the rights of students to wear religious attire without fear of discipline or discrimination.
- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection).
- Ensure minimal distraction to the educational process, avoid being a hazard to the health and safety of students and staff, and prevent interference with school work.

Student Dress Code

- Hats, bare feet, sunglasses, transparent/translucent clothing, costumes, and pajamas are not permitted, except attire worn to accommodate religious observances.

- Students may not wear apparel, emblems, insignia, badges or symbols that promote or advertise the use of alcohol, drugs or tobacco, display sex-related slogans, promote violence or any other illegal or inappropriate activity, or display sex-related slogans.
- Clothing or accessories that could pose a safety risk when using or near flame (such as Bunsen burner) or machinery is not permitted in those environments.

Enforcement of dress code within the school setting:

- Dress code concerns brought by students, faculty, and staff or community should be directed to the principal.
- All students should be able to dress comfortably for school and engage in the educational environment without fear of unnecessary discipline or body shaming.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Deviations from the dress code may be permitted at the discretion of the principal. Examples include spirit weeks, class reward parties, etc.

“The dress code of Ottawa Hills Junior/Senior High School was developed by Junior/Senior High School building administrators and members of the Junior/Senior High School Student Council to align with the OHLS Board policy 5511, the student code of conduct, and school and community values. This dress code has been adopted by Ottawa Hills Elementary School for consistency throughout the district.”

Consequences for Misbehavior

Corporal Punishment Policy

The Ottawa Hills Board of Education prohibits teachers from using corporal punishment in the disciplining of pupils. The regulation includes slapping, striking, or any form of extreme manhandling of pupils. This policy permits teachers to temporarily exclude unruly pupils from class. However, the Board must approve any permanent exclusion from class.

Detention Procedures

Teachers are encouraged to use a variety of firm discipline techniques in a positive manner with our school children. Some examples of techniques that are encouraged include: a private verbal reprimand, teacher-pupil conference, special assignment related to the offense, withdrawal of classroom or playground privileges, detention, note to parents, call to parents, parent-teacher conference, referral to school counselor, and conference with principal.

The detention system at Ottawa Hills Elementary School is set up to be used for discipline problems. Each teacher deals with discipline needs in his or her own manner to maintain a positive atmosphere in which all children may learn and play.

If a serious problem occurs or if repeated misbehavior has not been modified following the teacher's interventions, a detention may be recommended by the teacher or supervisor. The building principal will follow up on all detention recommendations by meeting with the student and/or giving the student a detention. Any student in grades K-6 may be given detention.

Official written notification of the detention will be sent to parents before the detention is served. All detentions will be served in the designated detention room under the supervision of an elementary teacher and will be served after school on the assigned day. Violations of school codes may result in assignment of detentions, suspensions, or expulsions, including denial of participation in privileged activities. The following are examples of possible infractions:

1. Assault and/or fighting, or unauthorized touching
2. Insubordination, disrespect and/or disruption of the educational process to
3. include behavior at school-sponsored extracurricular events
4. Dangerous weapons and instruments or look-alike (use or possession)
5. Leaving school grounds without permission
6. Fireworks, explosives and flame-producing devices (use or possession), unauthorized use of fire, false reporting of fire, emergency 911 calls, and bomb threats
7. Vandalism and/or damage to property
8. Harassment, sexual harassment, bigotry, bullying, hazing (verbal or physical), assault, or battery
9. Tobacco in any form (use or possession)
10. Repeated and continued violations of the Ottawa Hills Elementary School Behavior Guidelines
11. Use, sale, or possession of alcoholic beverages or drugs
12. Theft/breaking or entering; possession of stolen property; use, removal, and/or attempted removal or use without permission
13. Forgery to include, but not limited to, staff and parental written communication
14. Profane, vulgar or improper language, gestures, or behavior
15. Cutting class, tardiness, and/or truancy
16. Failure to attend detention
17. Violation of school suspension procedures and rules
18. Violation of Technology Acceptable Use Policy for network, internet, electronic research and technology access and use associated with Ottawa Hills Local Schools
19. Violation of Honor Code
20. Use of personal electronic devices during school hours.

Suspension*

The superintendent or principal may suspend a student for not more than ten school days. A student will have an informal hearing with the principal at which the facts of the matter will be presented. The student and his or her parent, guardian, or custodian shall then be given or sent a written notice from the principal or superintendent of the intent to suspend, the reasons for

the intent, the date(s) of the suspension, the right of the student or parent to appeal, and the right to be represented. If the parents, guardians, or custodians wish for an informal hearing after the student is presented with the written notice of suspension, they must make an appointment and meet with the principal within two school days, unless the time to meet is extended by the principal.

Appeal of Suspension to School Board's Designee

If as a result of the informal hearing, the parents or guardians wish to appeal the suspension, they must notify and meet with the school board's designee within two school days of the informal hearing, unless the time to meet is extended by the board's designee. The school board's designee is the superintendent of schools, unless another designee is appointed by the board. The request for an appeal hearing must be made in writing and must state the reasons for the appeal. The hearing may include the student, his or her parents or legal guardian, the principal, and the superintendent. The student may be represented in all appeal proceedings, and an audio and written record will be kept of the hearing.

(See the Appendix of this handbook for a copy of the approved school board policy regarding student suspension.)

Emergency Removals

If a student's presence poses a continuous danger to persons or property, or an ongoing threat of disrupting the academic process, the superintendent or principal may remove the student from the premises. A teacher may remove the student from curricular or extracurricular activities under his/her supervision, but not from the premises. If a teacher makes an emergency removal, reasons will be submitted to the principal as soon after the removal as practicable. The teacher will also submit information concerning the incident when requested by the principal. In cases of normal disciplinary procedures where a student is removed from a curricular or extracurricular activity for less than 24 hours and is not subject to further suspension or expulsion, the due process requirements do not apply.

If the emergency removal exceeds 24 hours, then a due-process hearing will be held within 72 hours after the removal. Written notice of the hearing, the reason for removal, and any intended disciplinary action will be given to the student as soon as practicable prior to the hearing. The student will have the opportunity to appear at an informal hearing before the principal and has the right to appeal the reasons for the intended suspension or otherwise explain his/her actions. The person who requested the removal will be present at the hearing, and within 24 hours of the decision to suspend, written notification will be given to the parent, guardian or custodian of the student, and the board. This notice will include the reasons for the suspension and the right of the student or parent to appeal to the superintendent or designee.

If the superintendent or principal reinstates a student prior to the hearing for emergency removal, the teacher cannot refuse to reinstate the student even though reasons are given.

In an emergency removal, a student can be kept from class until the matter of his/her misconduct is disposed of either by reinstatement, suspension, or expulsion.

Expulsion*

Only the superintendent may expel a student. Expulsion is a removal of a student for more than 10 days duration and not beyond the current semester.

The superintendent will give the student, parent, guardian, or custodian of the student written notice of the intended expulsion, including reasons for the intended expulsion. The student and parent or representative have the opportunity to appear on request before the superintendent or designee to appeal the action or to otherwise explain the student's actions. The superintendent's notice will also state the time and place for such appearance, which must not be less than three days nor later than five days after the notice is given.

Within 24 hours of the expulsion, the superintendent will notify the parent, guardian, or custodian of the student, and the treasurer of the Board of the action to expel.

Sexual Harassment and Bullying (Copy of Policy added to Appendix)

The Ottawa Hills School District is committed to eliminating and preventing sexual harassment and bullying from all schools and facilities. In accordance with House Bill 276, Ottawa Hills School District prohibits student harassment, intimidation or bullying of any student on school property or at a school-sponsored activity.

Sexual Harassment

Students who engage in sexual harassment on school premises or off school premises at a school-sponsored activity will be subject to appropriate discipline, including suspension or expulsion. Sexual harassment is any activity of a sexual nature that is unwanted or unwelcomed, including but not limited to, unwanted touching, patting, verbal comments of a sexual nature, sexual name-calling, pressure to engage in sexual activity, repeated propositions, and unwanted body contact. The school's normal disciplinary procedures will be followed in determining appropriate consequence for sexual harassment.

If the administration recommends suspension or expulsion as a result of the conduct, due process will be afforded to the student in accordance with the district's suspension/expulsion procedures.

Bullying

Ottawa Hills Elementary School shall ensure that our school sustains healthy, positive, and safe learning environments for all students. We are committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment; teachers, administrators, counselors, the school nurse, other non teaching staff such as secretaries, custodians, paraprofessionals, parents/legal guardians, and students.

Definitions

- A. Bullying is defined as systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees and may involve, but is not limited to:
 - 1. Unwanted teasing;
 - 2. Social exclusion;
 - 3. Threat;
 - 4. Intimidation;
 - 5. Stalking;
 - 6. Physical violence;
 - 7. Theft;
 - 8. Sexual, religious, racial, or ethnic harassment;
 - 9. Public humiliation; or 10. Destruction of property.
- B. Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee that
 - 1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
 - 2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
 - 3. Has the effect of substantially disrupting the orderly operation of a school.
- C. Bullying and harassment also encompass
 - 1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment that is not made in good faith is considered retaliation.
 - 2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by
 - a. Incitement or coercion;
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system;
 - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
- D. Cyberstalking is defined as a means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of

electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Consequences

- I. Committing an act of bullying or harassment
 - A. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
 - B. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the student code of conduct.
- II. Wrongful and intentional accusation of an act of bullying or harassment - Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the student code of conduct.

Reporting an Act of Bullying or Harassment

1. All school employees are required to report alleged violations of this policy to his/her building administrator.
2. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be considered bullying or harassment anonymously or in person to the building administrator.
3. The elementary-counselor(s) and/or classroom teachers will review with students, in an age-appropriate manner, how to identify and report bullying or harassment during the first month of each school year.
4. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

Investigation of a Report of Bullying or Harassment

- A. The investigation of a reported act of bullying or harassment is deemed to be a school related activity and shall begin with a report of such an act.
- B. The principal or designee shall initiate the investigation.
- C. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential.
- D. The principal or designee shall collect and evaluate the facts including but not limited to
 1. Description of incident(s), including nature of the behavior;
 2. Context in which the alleged incident(s) occurred;

3. How often the conduct occurred;
 4. Whether there were past incidents or past continuing patterns of behavior;
 5. The relationship of parties involved, i.e. grade, age, etc.;
 6. The identity and number of individuals who participated in bullying or harassing behavior;
 7. Where the alleged incident(s) occurred;
 8. Whether the conduct adversely affected the student's education or education environment; and
 9. The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
- E. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include:
1. Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
 2. A written final report to the principal, if conducted by the principal's designee.
- F. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.

Notification to Parents/Guardians of Incidents of Bullying or Harassment

Immediate notification to the parents/legal guardians of a victim of bullying or harassment

- A. The principal or designee shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined above to the parent or legal guardian of a victim of bullying or harassment. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
- B. The principal or designee shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined above to the parent or legal guardian of the perpetrator of an act of bullying or harassment. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Title IX

The Title IX Coordinators serve as the grievance officers and coordinate the District's efforts to comply with and carry out responsibilities under Title IX, including any complaint under Title IX. They are vested with the authority to and responsibility for investigating all sexual harassment complaints in accordance with the procedures set forth in the accompanying regulation and staff and student handbooks. Any investigatory responsibilities of the Title IX Coordinator may be delegated to a designee trained in the Title IX compliance and procedures.

Ottawa Hills Elementary Schools' Title IX Coordinators

Name: Dr. Adam Fineske
Title: Superintendent of Ottawa Hills Local Schools
Address: 4035 West Central Ave., Toledo, Ohio 43606
Phone number: 419 -536-6371
Email: afineske@ohschools.org

Name: Dr. Jeremy Bauer
Title: Principal
Address: 3602 Indian Rd. Toledo, Ohio 43606
Phone number: 419-536-8329
Email: jbauer@ohschools.org

Name: Tamara Talmage
Title: Ottawa Hills Athletic Administrator
Address: 2532 Evergreen Rd., Toledo, Ohio 43606
Phone number: 419-536-8429
Email: ttalmage@ohschools.org

What To Do If You Are Sexually Harassed or Bullied

When unwelcome activities described above of a milder nature occur, the best thing to do is to say that you are uncomfortable with the behavior and ask that it cease. If you are subjected to behavior, which you consider to be sexual harassment or bullying, promptly notify your child's teacher, school counselor, or/and an administrator. You will be asked to put your complaint in writing and an investigation will be made into the matter.

Regarding sexual harassment, you may also file a charge with the Ohio Civil Rights Commission (OCRC). This charge must be filed within six months of the incident (ORC 4112.05 B).

Hotline

As a part of the Lucas County Anti-Bullying Campaign, the Lucas County Sheriff's Office in conjunction with the Lucas County Commissioner's office is pleased to offer assistance to anyone who wants to report bullying or other forms of school related issues. The Lucas County Sheriff's Office Bullying Hotline can be reached twenty-four (24) hours a day, seven (7) days a week by either texting or calling the following number: **419-654-3425. If it is an emergency, call 9-1-1 immediately. The Rescue Crisis/Suicide Prevention Line is: 1-800-273-TALK (8255).**

Safer Ohio School Tipline

By calling or texting the statewide hotline 844-SAFEROH (844-723-3764), you can report anything that is suspicious or endangering you, your friends, or your school.

The Ohio School Safety Center maintains the Safer Ohio School Tipline with 24/7 operations at no cost to schools and communities. Things to report to the tip line include: bullying incidents, withdrawn student behaviors, verbal or written threats observed toward students, faculty, or schools, weapon/suspicious behavior of students or staff, and self-harm or suicidal sentiments.

Reports may be made in person or made 24 hours a day via email, phone or mail.

Nondiscrimination

It is the policy of the Ottawa Hills Local School District that educational activities, employment, programs, and services are offered without regard to race, color, national origin, citizenship status, religion, gender, economic status, age, or disability.

Appendix



Book Policy Manual

Section Shane

Title Copy of Vol. 41, No. 2 - Technology Update - January 2023 Revised STUDENT
TECHNOLOGY ACCEPTABLE USE AND SAFETY

Code po7540.03

Status

Adopted October 6, 2011

Last Revised May 16, 2016

Revised Policy - Vol. 41, No. 2

7540.03 - STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology directly affects the ways in which information is accessed, communicated, and transferred in society. Educators are expected to continually adapt their means and methods of instruction and the way they approach student learning to incorporate the latest technologies. The Board of Education provides Information & Technology Resources (as defined in Bylaw 0100) (collectively, 'District Information & Technology Resources') to support the educational and professional needs of its students and staff. With respect to students, District Information & Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system do not serve as a public access service or a public forum and the Board imposes reasonable restrictions on its use consistent with its stated educational purpose.

The Board regulates the use of District Information & Technology Resources in a manner consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Information & Technology Resources and students' personal communication devices when they are connected to District Information & Technology Resources, including online educational services/apps, regardless of whether such use takes place on or off school property (see Policy 5136).

Students are prohibited from using District Information & Technology Resources to engage in illegal conduct (e.g., libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, etc.) or conduct that violates this Policy and its related administrative guidelines and the Student Code of Conduct (e.g., making personal attacks or injurious comments, invading a person's privacy, etc.). Nothing herein, however, shall infringe on students' First Amendment rights. Because its Information & Technology Resources are not unlimited, the Board may institute restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Students have no right or expectation to privacy when using District Information & Technology Resources (including, but not limited to, privacy in the content of their personal files, messages/e-mails, and records of

their online activity).

While the Board uses various technologies to limit students using its Information & Technology Resources to only use/access online educational services/apps and resources that have been pre-approved for the purpose of instruction, study, and research related to the curriculum, it is impossible to prevent students from accessing and/or coming in contact with online content that has not been pre-approved for use by students of certain ages. It is no longer possible for educators and community members 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) when significant portions of students' education take place online or through the use of online educational services/apps.

Pursuant to Federal law, the Board implements technology protection measures that 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 (CIPA). 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 the 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 District Information & Technology Resources if such disabling will cease to protect against access to materials that are prohibited under CIPA. Any student who attempts to disable the technology protection measures will be disciplined.

The Superintendent or Director of Technology may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been mistakenly, improperly, or inadvertently 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 online content and/or services/apps 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 content 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.

Principals are responsible for providing training so that students under their supervision are knowledgeable about this policy and its accompanying guidelines.

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', 'data mining', etc.), cyberbullying, and other unlawful or inappropriate activities by students online; and
- D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Staff members shall provide guidance and instruction to their students regarding the appropriate use of District Information & Technology Resources and online safety and security as specified above. Additionally, such training shall include, but not be limited to, education concerning appropriate online behavior including interacting with others on social media, including in chat rooms, and cyberbullying awareness and response. Furthermore, staff members will monitor the online activities of students while they are at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions or use of specific monitoring tools to review browser history and network, server, and computer logs.

All students who use District Information & Technology Resources (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. See Form 7540.03 F1.

In order to keep District Information & Technology Resources operating in a safe, secure, efficient, effective, and beneficial manner to all users, students are required to comply with all District-established cybersecurity procedures. Principals are responsible for providing such training on a regular basis and measuring the effectiveness of the training.

Students will be assigned a District-provided school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, individuals, and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services/apps.

Students are responsible for good behavior when using District Information & Technology Resources – i.e., behavior comparable to that expected of students when they are in physical classrooms and school buildings and at school-sponsored events. Because communications on the Internet are often public in nature, general school rules for behavior and communication apply. The Board does not approve any use of its Information & Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students may only use District Information & Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Use of Artificial Intelligence/Natural Language Processing Tools For School Work

Students are required to rely on their own knowledge, skills, and resources when completing school work. In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence (AI) and Natural Language Processing (NLP) tools (collectively, "AI/NLP tools") is strictly prohibited for the completion of school work. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct.

Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

- A. Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.
- B. Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.
- C. Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.
- D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.
- E. Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to

and not a replacement for traditional learning methods. Consequently, with prior teacher permission/consent, students can use such resources to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask their teacher.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Information & Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Director of Technology as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District Information & Technology Resources.

Revised 8/2/12

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Legal P.L. 106-554, Children's Internet Protection Act of 2000

18 U.S.C. 1460

18 U.S.C. 2246

18 U.S.C. 2256

20 U.S.C. 6777, 9134 (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

47 C.F.R. 54.500 - 54.523

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

Appendix A
Ottawa Hills Schools

Administration of Medication Form
(As required by Section 3313.713 of the Revised Code)

Student's Name: _____

Grade: _____

Date: _____

Allergies (for Epi Pen use) _____

Physician and Drug Information:

*Name and dosage of drug to be administered: _____

Times at which drug is to be administered: _____

Date administration of drug is to begin: _____ To end: _____

Any adverse reaction that should be reported to the physician: _____

Special instructions for administration of drug, including storage conditions and storage: _____

Expiration date of this request (limited to one school year): _____

Physician's Name (printed): _____ Phone #: _____

Physician's Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Phone Numbers: Home _____

Cell _____

Cell _____

Additional contacts _____

New request for this must be submitted each school year and whenever the medication or dosage is changed.

At both the elementary and the high school, all drugs are to be taken to the principal's office.

Parents are requested to send the prescribed drug in its' original containers.

PLEASE RETURN THIS COMPLETED FORM TO THE STUDENT'S SCHOOL EITHER VIA
PARENT OR MAIL.

(Form updated 8-30-2010) Ottawa Hills Local School District, Toledo, Ohio



Student Name: _____ Date of Birth: _____

Address: _____ Building: ☐ Elem ☐ Jr/Sr High

Parent/Guardian Name(s): _____

Parent/Guardian Phone Number(s): _____

In accordance with Board Policy 5330 - Use of Medications: ... "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. ... Parents may administer medication or treatment, with the exception of diabetes care covered under Policy 5336. 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.

If you are sending prescription or over-the-counter medication, vitamins, supplements, etc., for your student then you must:

1. Indicate the type of medication(s), vitamins, supplements, etc., below;
2. Sign where indicated
3. Obtain your Doctor's signature.

IMPORTANT: You must ensure that all medications are FDA approved for use in this matter, properly labeled, and in their original containers.

SECTION 1: OVER-THE-COUNTER MEDICATION

Over-the-counter medication will NOT be administered without parent and physician signatures. The above named student is approved to take the following medications as needed, in accordance with directions on the packaging. Please check "Yes" or "No."

Student Age: _____ Student Weight: _____

Medication	As Needed for	YES	NO	Medication	As Needed For	YES	NO
Ibuprofen (Motrin/Advil)	Pain			Cough drop/Throat Lozenge	Cough or Sore Throat		
Acetaminophen (Tylenol)	Pain			Decongestant	Stuffy Nose		
Diphenhydramine (Benadryl)	Allergic Reaction/Rash			Antacid (Tums)	Upset Stomach		
Dramamine	Motion Sickness			Sunscreen	Sun Exposure		
Neosporin	Minor cuts, scrapes, burns			Other:			

SECTION 2: STUDENT RESTRICTIONS

Is there any reason for limiting or accommodating your student's activities? (e.g., injury, asthma, food allergies, etc.): _____

Possible side effects that need to be reported to the parents or physician (e.g., allergic reaction): _____

SECTION 3: PARENTAL CONSENT AND AUTHORIZATION

I/We, the undersigned, the parent(s)/guardian(s) of the above named student, request my student be assisted with or administered the medication listed above. I certify that I have legal authority to consent to medical treatment for the student names above. I release and agree to hold the Ottawa Hills Local Schools Board of Education, its officials, and its employees harmless from any and all liability foreseeable and unforeseeable for damages or injury resulting directly or indirectly from this authorization.

Parent/Guardian Printed Name(s): _____

Parent/Guardian Signature(s): _____

Date: _____ Emergency Phone Number(s): _____

SECTION 4: PHYSICIAN SIGNATURE

My signature below provides the authorization for the above written orders.

Physician Printed Name: _____ Date: _____

Physician Signature: _____



Book	Policy Manual
Section	5000 Students
Title	USE OF MEDICATIONS
Code	po5330
Status	Active
Adopted	October 6, 2011
Last Revised	December 19, 2017

5330 - USE OF MEDICATIONS

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, 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.

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.

Students shall be permitted to possess and self-administer over-the counter topical sunscreen products while on school property or at a school-sponsored event.

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. District Administrators
- F. others as designated by student's IEP and/or 504 plan

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 Principal's office and administered in accord with this policy and Policy 5336.

All dental disease prevention programs, sponsored by the Ohio Department of Health and administered by school employees, parents, volunteers, employees of local health districts, or employees of the Ohio Department of Health, which utilize prescription drugs for the prevention of dental disease and which are conducted in accordance with the rules and regulations of the Ohio Department of Health are exempt from all requirements of this policy.

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

Revised 2/21/12
Revised 1/20/15

BookPolicy Manual
Section4000 Classified Staff
TitleANTI-HARASSMENT
Codepo4362
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AdoptedOctober 6, 2011
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4362 - **ANTI-HARASSMENT**

General Policy Statement

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and gender identity), disability, age, religion, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as "unlawful harassment"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of unlawful harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating unlawful harassment charges comprises part of one's supervisory duties.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who has been alleged to have engaged in unlawful harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Bullying

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;

- E. cyberstalking;
- F. cyberbullying;
- G. physical violence;
- H. theft;
- I. sexual, religious, or racial harassment;
- J. public humiliation; or
- K. destruction of property.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or
- C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Sexual Harassment covered by Policy 2266 - Nondiscrimination on the Basis of Sex Education Programs or Activities is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Unwanted physical and/or sexual contact.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities.
- H. Speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. Giving unwelcome personal gifts such as lingerie that suggest the desire for a romantic relationship.
- J. Leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin.
- K. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- L. In the context of employees, consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.
- M. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.
- N. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Anti-Harassment Compliance Officers

The following individual(s) shall serve as the District's Anti-Harassment Compliance Officer(s) (hereinafter, "the Compliance Officer(s)"):

High School Principal

2532 Evergreen Road
Toledo, OH 43606

419-534-5376

Elementary Principal

3602 Indian Road
Toledo, OH 43606

419-536-8329

The names, titles, and contact information of these individuals will be published annually on the School District's website.

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept reports of unlawful harassment directly from any member of the School District community or a Third Party or receive reports that are initially filed with an administrator, supervisor, or other District-level official. Upon receipt of a report of alleged harassment, the Compliance Officer(s) will contact the Complainant and begin either an informal or formal complaint process (depending on the request of the Complainant or the nature of the alleged harassment), or the Compliance Officer(s) will designate a specific individual to conduct such a process. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. In the case of a formal complaint, the Compliance Officer(s) will prepare recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer within two (2) days of learning of the incident.

Any Board employee who directly observes unlawful harassment is obligated, in accordance with this policy, to report such observations to the Compliance Officer(s) within two (2) days. Additionally, any Board employee who observes an act of unlawful harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer(s) or designee must contact the Complainant, if age eighteen (18) or older, or Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Reports and Complaints of Harassing Conduct

Members of the School District community along with Third Parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other School District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a report shall file it with the Compliance Officer within two (2) days of receiving the report of harassment.

Members of the School District community and Third Parties who believe they have been unlawfully harassed by another member of the School District community or a Third Party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying and Other Forms of Aggressive Behavior, the Principal believes that the reported misconduct may have created a hostile work environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior and/or harassment to the Compliance Officer(s) who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266, the matter will be handled in accordance with the grievance process and procedures outlined in Policy 2266. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 4362 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

Investigation and Complaint Procedure (See Form 4362 F1)

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any employee or other member of the School District community or Third Party (e.g., visitor to the District) who believes that they have been subjected to unlawful harassment or retaliation may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful harassment, or retaliation timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education Office for

Civil Rights, the Ohio Civil Rights Commission ("OCRC") and/or Equal Employment Opportunity Commission ("EEOC").

Informal Complaint Procedure

The goal of the informal complaint procedure is promptly to stop inappropriate behavior and to facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student, other member of the School District community, or Third Party who alleges unlawful harassment or retaliation. This informal procedure is not required as a precursor to the filing of a formal complaint. The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

The Complainant may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complainants involving a District employee, any other adult member of the School District community, or a Third Party and a student will be formally investigated.

As an initial course of action, if a Complainant feels comfortable and safe in doing so, the individual should tell or otherwise inform the Respondent that the alleged harassing conduct is unwelcome and must stop. The Complainant should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers are available to support and counsel individuals when taking this initial step or to intervene on behalf of the Complainant if requested to do so. A Complainant who is uncomfortable or unwilling to directly approach the Respondent about the alleged inappropriate conduct may file an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

A Complainant may make an informal complaint, either orally or in writing: 1) to a teacher, other employee, or building administrator; 2) directly to one of the Compliance Officers; and/or 3) to the Superintendent or other District-level employee.

All informal complaints must be reported to one of the Compliance Officers who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

The Board's informal complaint procedure is designed to provide employees, other members of the School District community, or third parties who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the Complainant, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the Complainant about how to communicate the unwelcome nature of the behavior to the Respondent.

- B. Distributing a copy of this policy as a reminder to the individuals in the school building or office where the Respondent works or attends.
- C. If both parties agree, the Compliance officer may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer/designee is directed to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal complaint. And, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or the Complainant, from the outset, elects to file a formal complaint, or the CO determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

The Complainant may file a formal complaint, either orally or in writing, with a teacher, Principal, the Compliance Officer, Superintendent, or other District official. Due to the sensitivity surrounding complaints of unlawful harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a formal complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, Principal, Superintendent, or other District official, either orally or in writing, about any complaint of harassment or retaliation, that employee must report such information to the Compliance Officer within two (2) business days.

Throughout the course of the process, the Compliance Officer should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the Compliance Officer should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed

change, the Compliance Officer may still take whatever actions deemed appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the Compliance Officer/ designee will initiate a formal investigation to determine whether the Complainant has been subjected to offensive conduct/harassment/retaliation. The Principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Simultaneously, the Compliance Officer will inform the Respondent that a formal complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including the Board's Anti-Harassment policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer/designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful harassment. The Compliance Officer's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The Compliance Officer may consult with the Board's legal counsel before finalizing the report to the Superintendent.

Absent extenuating circumstances, within five (5) business days of receiving the report of the Compliance Officer/designee, the Superintendent must either issue a written decision regarding whether the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the Superintendent must issue a written decision as described above.

A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent may appeal through a signed written statement to the Board within five (5) business days of the party's receipt of the Superintendent's decision. The written statement of appeal must be submitted to the Treasurer/CFO.

In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each party within ten (10) business days of this meeting. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment/retaliation regardless of whether the member of the School District community or Third Party alleging the unlawful harassment/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent, 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 the terms of this policy and related administrative guidelines shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the Compliance Officer/designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment/retaliation by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where

unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil right law, or because that individual made a report, formal complaint testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or the policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any school teacher or school employee who knows or suspects that a child with a disability under the age of twenty-one (21) or that a child under the age of eighteen (18) has suffered or faces a threat of suffering a physical or mental wound, disability or condition of a nature that reasonably indicates abuse or neglect of a child to immediately report that knowledge or suspicion to the county children's services agency. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the Complainant, a report of such knowledge must be made in accordance with State law and Board Policy.

State law defines certain contact between a teacher and a student as "sexual battery." If the Compliance Officer or a designee has reason to believe that the Complainant has been the victim of criminal conduct as defined in Ohio's Criminal Code, such knowledge should be immediately reported to local law enforcement.

Any reports made to a county children's services agency or to local law enforcement shall not terminate the Compliance Officer or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officer or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

Allegations Involving Conduct Unbecoming the Teaching Profession/Suspension

The Superintendent will report to the Ohio Department of Education, on forms provided for that purpose, matters of misconduct on the part of licensed classified staff members convicted of sexual battery, and will, in accordance with Policy 8141, suspend such employee from all duties that concern or involve the care, custody, or control of a child during the pendency of any criminal action for which that person has been arrested, summoned and/or indicted in that regard.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information provided regarding the Board's policy and harassment in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to:

- A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- C. any documentation that memorializes the actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy;
- D. written witness statements;
- E. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;
- F. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);

- G. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;
- H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;
- I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;
- J. documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
- K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- L. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law (e.g., R.C. 3319.321) – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 12/17/13

Revised 1/8/19

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Legal

R.C. 4112.02

20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

20 U.S.C. 1681 et seq.

29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

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

29 C.F.R. Part 1635

29 U.S.C. 6101, The Age Discrimination Act of 1975

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

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

42 U.S.C. 1983

National School Boards Association Inquiry and Analysis - May 2008

STUDENT SERVICES FLOWCHART

1. Student Enrolls



2. Records Review & Assessment



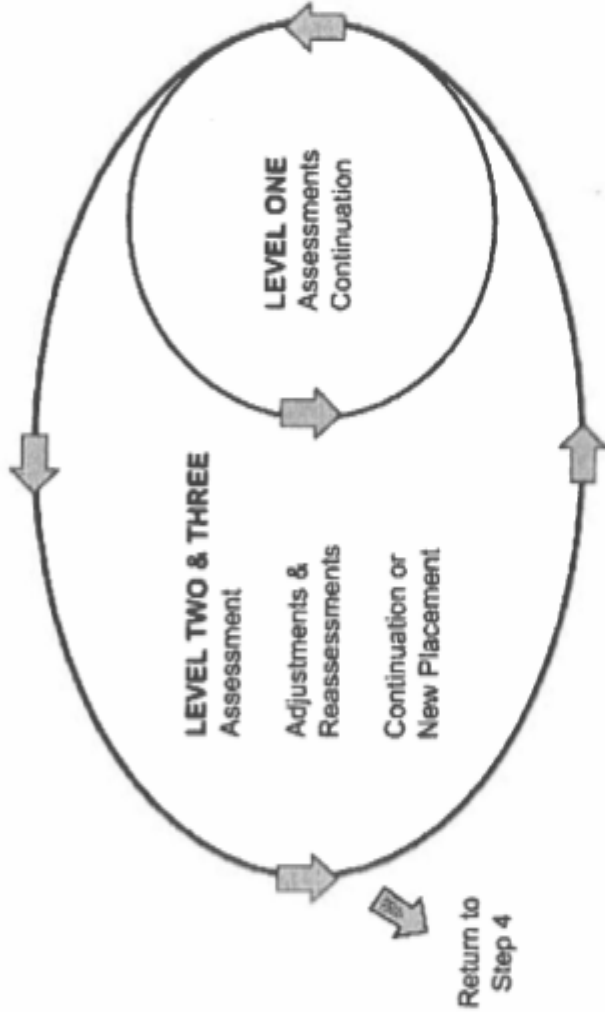
3. Student Placement & Instructional Needs Identified



4. Parent Notification of Recommended Programming



5. Progress Monitoring Cycle



Regular Programming with Support a. Recommended Programs b. Interventions c. 504 Plan d. IEP	Regular Programming Optional Support Programs	Advanced Programming a. Gifted b. Honors c. Advanced Placement d. Educational Options e. Acceleration f. Post-Secondary
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Spectrum of Services

STUDENT SERVICES FLOWCHART /Page 2

1. **Student Enrolls** (Upon enrollment, all students are screened for language and reading risk factors)

2. **Records Review & Assessment (First Round of Data-Driven Decision Making)**

a. Records Review from Previous School (if applicable)

Does the student have a previously determined education plan? If yes, then that plan is followed. If no, then continue with review.

- 1) Written Acceleration Plan (WAP) - This plan identifies students who have skipped a subject or grade level.
- 2) Written Education Plan (WEP) - This plan identifies students who are gifted in one or more areas.
- 3) 504 Plan (504) - This plan is an individualized list of accommodations to meet the needs of a student with a disability.
- 4) Individualized Education Plan (IEP) - This plan defines specialized instruction, services, and accommodations for a student with a disability.

b. Additional Assessments to Determine Student Abilities (if not evident in the records review)

3. **Student Placement & Services Identified**

a. Regular Programming

- 1) Optional Supports include Study Club and Math Lab

b. Regular Programming with Supports

- 1) Recommended Support Programs could include:

- a) Study Club
- b) Math Lab 4
- c) English Language Learner Program
- d) Interventions
 - 1] Speech
 - 2] Levelled Literacy Intervention
 - 3] Fundations X 2 (Wilson Reading System)
 - 4] Wilson Reading System
- e) 504 with accommodations base on disability as determined by team
- f) IEP with defined instruction, services, and accommodations as determined by team

c. Advanced Programming

- 1) Gifted Services (LEAP, LEAP in the Classroom)
- 2) Honors Classes
- 3) Advanced Placement Classes
- 4) Educational Options (e.g. independent studies)
- 5) Acceleration (subject or grade level)
- 6) Post-Secondary Coursework (College Credit Plus)

4. Parent Notification of Recommended Programming

- 1) Team meetings that include parents and teachers to discuss recommendations may be scheduled.
- 2) Parent permission and signature is often required to deliver services other than those within the Regular Programming.

5. Progress Monitoring Cycle (Continuous Data-Driven Decision Making)

a. Level One

- 1) Assessments (may include tests, observations, and performance rubrics)
 - a) CTOPP-2 (Comprehensive Test of Phonological Processing) - once a year in grades K through 3 or by request in all grades)
 - b) Fountas and Pinnell (literacy benchmarking) - once a year in grades 1 through 3
 - c) State Diagnostics (in reading, math, and writing) - yearly to twice a year in grades K-3
 - d) STAR Sweep (nationally normed tests in reading and math) - 3 times a year in elementary
 - e) Math Placement (nationally normed tests used for placement in honors classes) - yearly in grades 2 through 6
 - f) Gifted Identification (various state-approved assessments) - yearly or by request
 - g) College Readiness (e.g. PSAT 8/9, PreACT, PSAT, ACT) - yearly in junior/senior high
 - h) State Tests (mandated by Ohio Department of Education) - yearly in grades 3-8 and high school
 - i) Classroom Assessments (e.g. homework, quizzes, and tests) - periodically, driven by instruction
- 2) Continuation

a) Assessments indicate that student need is best met through a continuation of his or her placement in the spectrum of services.

b) Assessments continue as described above.

b. Levels Two and Three

- 1) Assessments as described in Level One
- 2) Adjustments and Reassessments

a) Assessments indicate that adjustments to instruction might better meet student need.

b) Adjustments to instruction may include differentiation or intervention.

c) Assessments continue on a more frequent timetable to evaluate effectiveness of adjusted instruction.

1) Student progress through adjusted instruction requires mindfulness of the individual student, the nature of the adjustment, and the reliability of the data. Data becomes more reliable over time and with an increasing number of data points.

3) Continuation or New Placement

a) The student demonstrates adequate progress through adjusted instruction, which continues.

b) Or, the adjusted instruction does not result in adequate progress being made and a new placement in the spectrum of services is considered by the team.

c) Recommendations of a new placement can be made by the parent to the team at any time, regardless of the student's current placement.

Ottawa Hills Elementary School

Office Referral Form

Student Name: _____

Location:

Date: _____ **Time:** _____

☐ Classroom

☐ Recess (In/Out)

Teacher: _____

☐ Lunchroom

☐ Bathroom

Referring Staff: _____

☐ Hallway

☐ The Circle (Arrival/Dismissal)

Grade: **K** **1** **2** **3** **4** **5** **6**

☐ Other: _____

Problem Behavior	Possible Motivation	Administrative Decision
<input type="checkbox"/> Defiance/Insubordination <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Disruption <input type="checkbox"/> Disrespect <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Harassment <input type="checkbox"/> Fighting <input type="checkbox"/> Forgery/Theft/Plagiarism <input type="checkbox"/> Technology Violation <input type="checkbox"/> Property Damage <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Incomplete Work <input type="checkbox"/> Other: _____	<input type="checkbox"/> Peer Attention <input type="checkbox"/> Avoid Task/Activity <input type="checkbox"/> Obtain Items <input type="checkbox"/> Adult Attention <input type="checkbox"/> Avoid Adult (s) <input type="checkbox"/> Avoid Peer (s) <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____	<input type="checkbox"/> Detention: _____ <input type="checkbox"/> Conference with Student <input type="checkbox"/> In-School Suspension <input type="checkbox"/> Loss of Privilege: _____ <input type="checkbox"/> Out of School Suspension <input type="checkbox"/> Time in Office <input type="checkbox"/> Community Service <input type="checkbox"/> Referral to Counselor <input type="checkbox"/> Behavior Plan <input type="checkbox"/> Team Meeting Recommended <input type="checkbox"/> Write Apology <input type="checkbox"/> Verbal Apology <input type="checkbox"/> Other: _____
Others Involved in Incident:	Witnessed?	Communication
<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Substitute <input type="checkbox"/> Other: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Parent Called _____ <input type="checkbox"/> Parent Meeting _____ <input type="checkbox"/> Office Documentation Only

Staff Comments:

Parent Signature: _____ **Date:** _____

☐ I need to talk to the student's teacher

☐ I need to talk to the administrator

Administrative Comments:

White copy - Parent

Yellow Copy - Office

Pink Copy - Teacher



Book	Policy Manual
Section	5000 Students
Title	STUDENT DISCIPLINE
Number	po5600
Status	Active
Adopted	October 6, 2011

5600 - **STUDENT DISCIPLINE**

The Board of Education acknowledges that conduct is closely related to learning - an effective instructional program requires an orderly school environment and the effectiveness of the educational program is, in part, reflected in the behavior of students.

The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions. The Board has zero tolerance of violent, disruptive or inappropriate behavior by its students.

The Board shall require each student of this District to adhere to the Student Code of Conduct/Student Discipline Code adopted by the Board and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- A. conform to reasonable standards of socially-acceptable behavior;
- B. respect the person and property of others;
- C. preserve the degree of order necessary to the educational program in which they are engaged;
- D. respect the rights of others;
- E. obey constituted authority and respond to those who hold that authority.

The Student Code of Conduct/Student Discipline Code designates sanctions for the infractions of rules, excluding corporal punishment, which shall:

- A. relate in kind and degree to the infraction;
- B. help the student learn to take responsibility for his/her actions;
- C. be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

Students may be prohibited by authorized school personnel from participating in all or part of co-curricular and/or extra-curricular activities without further notice, hearing or appeal rights. A student who has been disorderly on a school bus may be suspended from transportation services consistent with Board policy and the Student Code of Conduct/Student Discipline Code.

The Superintendent shall publish to all students and their parents the rules of this District regarding student conduct and the sanctions which may be imposed for breach of those rules.

The Superintendent shall inform the Board periodically of the methods of discipline imposed by this District and the incidence of student misconduct in such degree of specificity as shall be required by the Board.

The Superintendent, principals, and other administrators shall have the authority to assign discipline to students, subject to the Student Code of Conduct/Student Discipline Code and, where required by law, to the student's due process right to notice, hearing, and appeal.

Teachers, school bus drivers, and other employees of this Board having authority over students may take such action as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

Discipline on Board vehicles shall be the responsibility of the driver on regular bus runs. When Board vehicles are used for field trips and other Board activities, the teacher, coach, advisor, or other Board employee shall be responsible for student discipline. If a student becomes a serious discipline problem on a vehicle, the Superintendent and/or his/her designee may suspend the transportation privileges of the student providing such suspension conforms with due process. The procedures for suspension are set forth in the Student Code of Conduct/Student Discipline Code and Board Policy 5611 – Due Process Rights.

Legal R.C. 3313.20, 3313.66, 3313.661, 3315.07, 3327.041
 A.C. 3301-35-03(G), 3301-83-08



Book	Policy Manual
Section	5000 Students
Title	REMOVAL, SUSPENSION, EXPULSION, AND PERMANENT EXCLUSION OF STUDENTS
Number	po5610
Status	Active
Adopted	October 6, 2011
Last Revised	May 15, 2017

5610 - REMOVAL, SUSPENSION, EXPULSION, AND PERMANENT EXCLUSION OF STUDENTS

The Board of Education recognizes that exclusion from the educational program of the schools, whether by emergency removal, out-of-school suspension, expulsion, or permanent exclusion, is the most severe sanction that can be imposed on a student in this District, and one that cannot be imposed without due process. However, the Board has zero tolerance of violent, disruptive or inappropriate behavior by its students.

No student is to be removed, suspended out-of-school, expelled and/or permanently excluded unless his/her behavior represents misconduct as specified in the Student Code of Conduct/Student Discipline Code approved by the Board. The Code shall also specify the procedures to be followed by school officials when implementing such discipline. In addition to the procedural safeguards and definitions set forth in this policy and the student/parent handbook, additional procedures and considerations shall apply to students identified as disabled under the IDEA, ADA, and/or Section 504 of the Rehabilitation Act of 1973. (See Policy 5605 "Suspension/Expulsion of Disabled Students.")

Students may be subject to discipline for violation of the Student Code of Conduct/Student Discipline Code even if that conduct occurs on property not owned or controlled by the Board but where such conduct is connected to activities or incidents that have occurred on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at a District official or employee, or the property of such official or employee.

For purposes of this policy and the Student Code of Conduct/Student Discipline Code, the following shall apply:

- A. "Emergency removal" shall be the exclusion of a student who poses a continuing danger to District property or persons in the District or whose behavior presents an on-going threat of disrupting the educational process provided by the District. (See Policy 5610.03 "Emergency Removal")
- B. "Suspension" shall be the temporary exclusion of a student by the Superintendent, principal, assistant principal, or any other administrator from the District's instructional program for a period not to exceed ten (10) school days. Suspension shall not extend beyond the current school year, if at the time a suspension is imposed, fewer than ten (10) days remain in the school year.

The Superintendent may instead require a student to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension. The student shall be required to begin such community service program or alternative consequence during the first full week day of summer

break.

In the event, the student fails to complete the required community service or the assigned alternative consequence, the Superintendent may determine the next course of action. Such course of action, however, shall not include requiring the student to serve the remaining time of the suspension at the beginning of the following year.

The procedures for suspension are set forth in the Student Code of Conduct/Student Discipline Code and Policy 5611 - Due Process Rights.

- C. "Expulsion" shall be the exclusion of a student from the schools of this District for a period not to exceed the greater of eighty (80) school days or the number of school days remaining in a semester or term in which the incident that gives rise to the expulsion takes place or for one (1) year as specifically provided in this policy and the Student Code of Conduct/Student Discipline Code. Only the Superintendent may expel a student. The procedures for expulsion are set forth in the Student Code of Conduct/Student Discipline Code and Board Policy 5611 "Due Process Rights".

1. Firearm or Knife

Unless a student is permanently excluded from school, the Superintendent shall expel a student from school for a period of one (1) year for bringing a firearm or knife to a school building or on to any other property (including a school vehicle) owned, controlled, or operated by the Board, to an interscholastic competition, an extra-curricular event, or to any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, except that the Superintendent may reduce this period on a case-by-case basis in accordance with this policy. Similarly, the Superintendent shall expel a student from school for a period of one (1) year for possessing a firearm or knife at school or on any other property (including a school vehicle) owned, controlled, or operated by the Board, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, except the Superintendent may reduce this period on a case-by-case basis in accordance with this policy. The expulsion may extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place. The Superintendent shall refer any student expelled for bringing a firearm (as defined in 18 U.S.C. 921(a)(3)) or weapon to school to the criminal justice or juvenile delinquency system serving the District.

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

A knife is defined as any weapon or cutting instrument consisting of a blade fastened to a handle; a razor blade; or any similar device (including sharp, metal martial arts weapons such as ninja throwing stars) that is used for, or is readily capable of, causing death or serious bodily injury.

The Superintendent may, in his/her sole judgment and discretion, modify or reduce such expulsion in writing, to a period of less than one(1) year, on a case-by-case basis, upon consideration of the following:

- a. Applicable State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student's disability);
- b. The degree of culpability given the age of the student and its relevance to the misconduct and/or punishment and/or evidence regarding the probable danger posed to the health and safety of others, including evidence of the student's intent and awareness regarding possession of the firearm or knife; and/or

- c. The academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

2. Violent Conduct

If a student commits an act at school, on other school property, at an interscholastic competition, extra-curricular event, or any other school program or activity and the act:

- a. would be a criminal offense if committed by an adult;
and
- b. results in serious physical harm to person(s) as defined in R.C. 2901.01(A)(5), or to property as defined in R.C. 2901.01(A)(6)

the Superintendent may expel the student for a period of up to one (1) year. The Superintendent may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

The Superintendent may, in his/her sole judgment and discretion, reduce such expulsion to a period of less than one (1) year, on a case-by-case basis, upon consideration of the following:

- a. Applicable State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student's disability);
or
- b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

If at the time of the expulsion, there are fewer days remaining in the school year than the number of days of the expulsion, the Superintendent may apply any or all of the remaining period to the following school year.

3. Bomb Threats

If a student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat, the Superintendent may expel the student for a period of up to one (1) year. The Superintendent may extend the expulsion into the next school year or reduce the expulsion as necessary on a case-by-case basis as specified below. The student need not be prosecuted or convicted of any criminal act to be expelled under this provision.

The Superintendent may, in his/her sole judgment and discretion, reduce such expulsion to a period of less than one (1) year, on a case-by-case basis, for the following reasons:

- a. for students identified as disabled under the IDEA, ADA, and Section 504 of the Rehabilitation Act of 1973, upon recommendation from the group of persons knowledgeable of the student's educational needs;
or
- b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

If at the time of the expulsion, there are fewer days remaining in the school year than the number of days of the

expulsion, the Superintendent may apply any or all of the remaining period to the following school year.

- D. "Permanent exclusion" shall mean the student is banned forever from attending a public school in the State of Ohio. See Policy 5610.01)

If a student is expelled for more than twenty (20) school days or for any period of time that extends into the next school year, the Superintendent shall provide the student and his/her parents with the names, addresses, and telephone numbers of those public or private agencies in the community which offer programs or services that help to rectify the student's behaviors and attitudes that contributed to the incident(s) that caused the expulsion.

If the Superintendent determines that a student's behavior on a school vehicle violates school rules, s/he may suspend the student from school bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior. Any such suspension must comply with due process and the Student Code of Conduct/Student Discipline Code.

The Board authorizes the Superintendent to provide for options to suspension/expulsion of a student from school which may include alternative educational options.

The Superintendent shall initiate expulsion proceedings against a student who has committed an act that warrants expulsion under Board policy even if the student withdraws from school prior to the hearing or decision to impose the expulsion. The expulsion must be imposed for the same duration it would have been had the student remained enrolled.

The Board may temporarily deny admittance to any student who has been expelled from the schools of another Ohio district or an out-of-state district, if the student's expulsion period set by the other district has not expired. The expelled student shall first be offered an opportunity for a hearing. This provision also applies to a student who is the subject of a power of attorney designating the child's grandparent as the attorney-in-fact or caretaker authorization affidavit executed by the child's grandparent and is seeking admittance into the schools of this District in accordance with Policy 5111.

The Board may temporarily deny admittance to any student who has been suspended from the schools of another Ohio district, if the student's suspension period set by the other district has not expired. The suspended student shall first be offered an opportunity for a hearing before the Board.

When a student is expelled from this District, the Superintendent shall send written notice to any college in which the expelled student is enrolled under Postsecondary Enrollment Options at the time the expulsion is imposed. The written notice shall indicate the date the expulsion is scheduled to expire and that the Board has adopted a provision in Policy 2271 under R.C. 3313.613 to deny high school credit for postsecondary courses taken during an expulsion.

If the expulsion is extended, the Superintendent shall notify the college of the extension.

A copy of this policy is to be posted in a central location in each school and made available to students and parents upon request. Key provisions of the policy should also be included in the parent-student handbook.

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Legal R.C. 2919.222, 3313.534, 3313.649, 3313.66, 3313.661, 3313.662, 3313.663
R.C. 3313.664, 3321.13 (B)(3) and (C), 3327.014
18 U.S.C. Section 921
20 U.S.C. 3351, 20 U.S.C. 7151, 20 U.S.C. 8921



Book	Policy Manual
Section	5000 Students
Title	DUE PROCESS RIGHTS
Number	po5611
Status	Active
Adopted	October 6, 2011

5611 - DUE PROCESS RIGHTS

The Board of Education recognizes that students waive certain constitutional rights, regarding their education. Accordingly, the Board establishes the following procedures:

A. Student subject to suspension:

When a student is being considered for an out-of-school suspension by the Superintendent, principal, or other administrator:

1. The student will be informed in writing of the potential suspension and the reasons for the proposed action.
2. The student will be provided an opportunity for an informal hearing to challenge the reason for the intended suspension and to explain his/her actions.
3. An attempt will be made to notify parents or guardians by telephone if a suspension is issued.
4. Within one (1) school day of the suspension the Superintendent, principal, or other administrator will notify the parents, guardians, or custodians of the student and the Treasurer of the Board. The notice will include the reasons for the suspension and the right of the student, parent, guardian, or custodian to appeal to the Board or its designee; the right to be represented at the appeal; and the right to request the hearing be held in executive session if before the Board. The notice shall also specify that if the student, parent, guardian, or custodian intends to appeal the suspension to the Board or its designee, such notice of appeal shall be filed, in writing, with the Treasurer of the Board or the Superintendent within four (4) calendar days after the date of the notice to suspend. If the offense is one for which the District may seek permanent exclusion, then the notice will contain that information.
5. Notice of this suspension will also be sent to the:
 - a. Superintendent;
 - b. Board Treasurer;

c. student's school record (not for inclusion in the permanent record).

6. If a student leaves school property without permission immediately upon violation (or suspected violation) of a provision of the Student Code of Conduct/Student Discipline Code or prior to an administrator conducting an informal hearing as specified above, and the student fails to return to school on the following school day, the principal, assistant principal, Superintendent, or any other administrator, may send the student and his/her parent(s)/guardian(s) notice of the suspension, and offer to provide the student and/or his/her parents an informal hearing upon request to discuss the reasons for the suspension and to allow the student to challenge the reasons and to explain his/her actions, any time prior to the end of the suspension period.

Appeal of Suspension to the Board or its designee

The student who is eighteen (18) or older or the student's parent(s) or guardian(s) may appeal the suspension to the Board or its designee. They may be represented in all such appeal proceedings.

A verbatim record will be kept of the hearing which may be held in executive session at the request of the student, parent, or guardian, if held before the Board.

The procedure to pursue such appeal will be provided in regulations approved by the Superintendent. Notice of appeal must be filed, in writing, with the Treasurer or the Superintendent within four (4) calendar days after the date of the notice to suspend.

Appeal to the Court

Under Ohio law, appeal of the Board's or its designee's decision may be made to the Court of Common Pleas.

B. Students subject to expulsion:

When a student is being considered for expulsion by the Superintendent:

1. The Superintendent will give the student and parent, guardian, or custodian written notice of the intended expulsion, including reasons for the intended expulsion.
2. The student and parent or representative have the opportunity to appear before the Superintendent or designee to challenge the proposed action or to otherwise explain the student's actions. The written notice will state the time and place to appear, which must not be earlier than three (3) school days nor later than five (5) school days after the notice is given, unless the Superintendent grants an extension upon request of the student or parent.
3. Within one (1) school day of the expulsion, the Superintendent will notify the parents, guardians, or custodians of the student and Treasurer of the Board. The notice will include the reasons for the expulsion and the right of the student, parent, guardian, or custodian to appeal to the Board or its designee; the right to be represented at the appeal; and the right to request the hearing be held in executive session if before the Board. The notice shall also specify that if the student, parent, guardian, or custodian intends to appeal the expulsion to the Board or its designee, such notice of appeal shall be filed, in writing, with the Treasurer of the Board or the Superintendent within fourteen (14) calendar days after the date of the notice of expulsion. If the offense is one for which the District may seek permanent exclusion, then the notice will contain that information.

Appeal of Expulsion to the Board

A student who is eighteen (18) or older or a student's parent(s) or guardian(s) may appeal the expulsion by the Superintendent to the Board or its designee. They may be represented in all such appeal proceedings and will be granted a hearing before the Board or its designee.

A verbatim record will be kept of the hearing which may be held in executive session at the request of the student, parent, or guardian.

The procedure to pursue such appeal will be in accordance with regulations approved by the Superintendent. Notice of appeal must be filed, in writing, within fourteen (14) calendar days after the date of the Superintendent's decision to expel with the Treasurer of the Board or the Superintendent.

While a hearing before the Board may occur in executive session, the Board must act in public.

Appeal to the Court

Under State law, the decision of the Board may be further appealed to the Court of Common Pleas.

C. Students subject to emergency removal:

Students whose conduct warrants emergency removal shall be dealt with in accordance with the rights and procedures outlined in Policy 5610.03 – Emergency Removal.

D. Students subject to permanent exclusion:

Students whose conduct is that for which permanent exclusion is warranted shall be dealt with in accordance with the rights and procedures outlined in Policy 5610.01 – Permanent Exclusion of Nondisabled Students.

E. Students subject to suspension from bus riding/transportation privileges:

Students whose conduct warrants suspension from bus riding and/or transportation services shall be dealt with in accordance with the rights and procedures outlined in Policy 5610.04 - Suspension of Bus Riding/Transportation Privileges.

The Superintendent shall ensure that all members of the staff use the above procedures when dealing with students. In addition, this statement of due process rights is to be placed in all student handbooks in a manner that will facilitate understanding by students and their parents.

These procedures shall not apply to in-school disciplinary alternatives including in-school suspensions. An in-school suspension is one served entirely within a school setting. Nor shall these disciplinary alternative procedures apply to students who are prohibited by authorized school personnel from all or part of their participation in co-curricular, interscholastic, and/or noninterscholastic extra- curricular activities.

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R.C. 3313.20, 3313.66, 3313.661

Appendix H

Student Absence Form

Student Name: _____

Date: _____ Time: _____

Reason for Absence:

- ☐ Illness ☐ Vacation ☐ Personal ☐ Funeral
- ☐ Medical/Dental Appointment ☐ Religious Observance

Parent/Guardian Signature: _____