WELCOME TO TOWER HEIGHTS MIDDLE SCHOOL

Tower Heights Middle School is an open-spaced school constructed during the mid-1960s. Many modifications have been made to the building since that time. As programs and the needs of Tower Heights pupils have changed, so have the physical facility in which they are housed. Our building is now less "open" than in previous years, but the design still allows for flexibility of program and student-teacher involvement.

Tower Heights shares nineteen acres with C.L. Stingley Elementary School. The interior of Tower Heights comprises 31 classrooms. The English/Language Arts and Social Studies classrooms all have a divider curtain between two rooms to allow for larger instructional areas. In addition, the building contains a Library, Fine Arts classrooms, gymnasium, multi-purpose room, music room, and six special education classrooms, lunch serving area, aides planning area, conference room, English as a Second Language room, a psychology and speech office and office complex (clinic, secretary, and guidance counselor, principal). The exterior affords students blacktop areas for wet weather games and basketball, plus large grassy areas for noontime recess, physical education and science classes.

NOTICE

Readers of this handbook are cautioned that school board policies are subject to change at any time. The student handbook is printed only once a year, and may therefore, not reflect the most current policy changes. Check with your student's building principal for information about any recent policy changes, additions, or deletions.

{PART 1}

MIDDLE SCHOOL PHILOSOPHY

The middle school concept in Centerville is built on the premise that students passing through pre-adolescent and early adolescent years have a wide variety of physical, emotional and mental growth development patterns. In recognition of this unique period in their lives, appropriate educational and social experiences must be provided. Therefore, the instructional setting should be flexible, but also have well-defined limits which will provide a degree of security during this time of rapid personal change. It is believed that grouping the 6th, 7th, and 8th grade students into this type of organization provides more flexibility and opportunities than the more traditional 7th, 8th, 9th grade junior high school.

The skills and concepts developed at the elementary level will be expanded and extended, but there also should be opportunities to explore new areas in the academics, the arts, physical education and social relationships. Gradually, students should be granted increased responsibility and opportunity to make decisions like those they will experience in future years.

The following are examples of methods and programs designed to assist middle school students in making the transition from childhood dependence toward adult independence:

SMALL SCHOOL CONCEPT

An organizational framework that includes grade-level teams or sub-units within the middle school is recommended for each building. This structure promotes stronger teacher-student interaction and gives each student a smaller, more connected group to identify and grow with. It also enhances collaborative planning and curriculum coordination among educators.

In recognition of the need for students at this age level to develop their self-concept and self-confidence, heterogeneous groupings within the small units are favored. However, some students may need to be part of homogeneous groups, within the grade bands in the skill subject areas.

GUIDANCE PROGRAM

The guidance program includes both individual and group counseling for students. Assistance is provided for personal growth and development. A counselor aids students in resolving their problems themselves. The counselor maintains the role of a positive and willing helper in the time of need by being readily accessible to students, assists with standardized testing programs and interprets the results to student, parents, and teachers. Another important role is that of acquainting new students to the building and programs in which they will be involved.

Guidance services can best be defined as the services available to students to help them better understand and accept themselves; to help them better understand their strengths and limitations; to identify their interests; to aid them in planning for and attaining realistic goals. Guidance services for each student are achieved through:

- Individual counseling
- Group guidance
- Testing
- Information services related to:
  - ✔ vocations
  - ✔ educational opportunities
- Assistance to teachers and staff
- Parent conferences
- Work with community groups

The heart of guidance is the counseling situation where the student and the counselor discuss, confidentially, whatever problem has brought the student to the office. Students may need information, an impartial point of view or, in many instances, just the opportunity to talk about a problem.

ADVISORY GROUPS

Advisory groups serve as a support and an expansion of the guidance program. The advisory group permits a teacher to meet with a small number of students on a regular basis. Generally, these students and their teachers are part of the same grade-level team within the school. This personal contact provides security for the students and a contact person within the school for the parents. Parent-teacher conferences are an integral part of the advisory program.

The advisory group program is more than just a traditional homeroom program. The advisor-advisee relationship is the key aspect of the humane school. The objectives of the advisory group are to develop in the advisees a feeling of friendship, trust, understanding of self and others, and loyalty to self, group and community. Through the approaches listed below, the objectives of our advisory group system can be accomplished:

- Advisor - advisee conferences
- Advisor - advisee - parent conferences
- Advisor - parent conferences
- Advisory group meetings
- Advisory group art activities
- Advisory group projects - social, service, fund raising

EDUCATIONAL PHILOSOPHY

PREAMBLE

Universal public education and recognition of the worth of each individual are two of the most important foundations of our democracy. For the Centerville City Schools, we place our greatest emphasis on the development of each student's potential.

Democracy implies rights, responsibilities, and privileges. By providing opportunities for cooperative learning, sharing responsibilities, developing initiative and assuming accountability for one's own decisions, we hope each student will learn the value of work through dedication to learning and self-discipline. These opportunities give each student an introduction to the knowledge and understanding needed for good citizenship and for becoming a lifelong learner.

Since each student is unique, it is essential that we try to provide a stimulating environment with options and alternatives for learning which will lead to the successful maximum development of each student. The development of a positive attitude toward oneself, fellow students, staff and learning process should be promoted by providing opportunities for a variety of successful learning experiences. We also recognize the positive aspects of learning to deal with occasional failure or frustration when one is reaching for new limits.

We believe that each student should have those experiences which result in the basic knowledge, skills and attitudes necessary to become a responsible and contributing citizen. Further, we believe that the schools should provide an environment that encourages each student to develop and maintain self-respect, enthusiasm, creativity, motivation, honesty, responsibility, compassion and capacity to be a fulfilled person.

We recognize the need for systematic change to meet the challenge of a changing society. Systematic change requires thoughtful planning, thorough testing of ideas, accurate evaluation and constant adjustment to build on past successes, to learn from past failures and to plan for the future. We believe that such a system of dynamic change can prosper only in an environment of open communication and trust, in which all concerned parties are encouraged to express their views at all times and in which diverse views can be brought forth for discussion.

ELABORATION OF OUR BELIEFS ABOUT STUDENTS

We believe that each student:

- has individual abilities, talents, interests, and feelings.
- strives to be successful and to experience a sense of self-worth.
- needs approval and acceptance from teachers, other students, family and the community.
- possesses the capacity to be creative in seeking new knowledge and experiences.
- needs recognition for achievements and growth.

ELABORATION OF OUR BELIEFS ABOUT STAFF

We believe that each staff member:

- has individual abilities, talents, interests, and feelings can be successful in contributing to the positive growth of students
- needs approval and acceptance from students, colleagues, administration board members, and desires to improve interpersonal and professional skills.
- needs recognition for achievement and growth.
- wants to participate in the decision-making process.
- strives to foster communications with staff, students, parents, and the community.

ELABORATION OF OUR BELIEFS ABOUT THE PROCESS OF CHANGE AND IMPROVEMENT

We believe that students should develop their capabilities as fully as possible. By the end of the K-12 experience, each student should have:

- an awareness of personal strengths, weaknesses, abilities, and limitations.
- the rational and creative processes necessary for problem identification, problem solving, and effective decision-making.
- an understanding of the conditions necessary for the maintenance of physical and emotional well-being.
- competence in oral and written communication, reading, mathematical computation, and technology literacy.
- an understanding and appreciation of the natural sciences, humanities, and the arts.
- the knowledge and understanding needed to be a continuous learner in a world of rapid technological change.
- an understanding of a citizen's responsibilities in a democratic society.
- an awareness of the abilities, attitudes, work habits, and appreciations necessary for employment in various careers.
- an awareness of the relationship of one's interests, skills, and abilities to the use of leisure and recreational time.
- a general understanding of the interaction among the technological, political, social, and economic forces which determine our future.
- an understanding and appreciation of different social, racial, cultural, ability, and ethnic groups, and the unique contributions each individual makes to society.
- an awareness of world issues and the movement toward global interdependence.
- experiences with cooperative learning and an understanding of the responsibilities assumed by an individual as a member of a group.

THE EDUCATIONAL PROGRAM AT TOWER HEIGHTS

The educational program at Tower Heights is designed to afford each child with the opportunity to succeed in academic and nonacademic endeavors through varied and flexible approaches to learning. Geared specifically to the middle school-aged child, the program attempts to allow for individual differences, provides remediation and acceleration, and attempts to help each child grow through these "best of times, worst of times" via a wide and varied program. The learning situations range from large groups to individual lessons designed to achieve the goals of units, accommodate the needs of students, and draw upon the strengths of the instructors.

A team-teaching approach is used as the major mode of student-faculty involvement. The extent of team-teaching in any given unit will depend upon the nature of that unit and the needs of the students. Our organizational plan calls for a grade-level team concept to create smaller units within the school. These grade bands of students are served by four academic teachers who work together to develop the curriculum appropriate for the age group. These four teachers, plus others from the faculty, comprise the advisors for each grade level. As students move through middle school, they will encounter three different grade-level teams of teachers. The advisor will remain the same person throughout middle school in order to create a grounding and lasting student-teacher relationship.

The Portrait of an Elk class will allow students the opportunity to continue to develop the skills that Centerville City Schools believes comprises the vision of a responsible citizen: tech literacy, adaptability, empathy, communication and critical thinking. Through a curriculum that prioritizes problem solving and connection to real-world scenarios, students will expand upon the skills and knowledge learned in their core academic classes.

In addition to the five academics (math, science, social studies, language arts and foreign language), we offer many different and beneficial educational opportunities for all our students. In the related arts areas, we have provided for the "doing" nature of the middle school child through music, art, instrumental music, health, and physical education.

The three foreign languages - French, German, and Spanish - begin in the 6th grade. The student, upon successful completion of the course requirements, may be allowed to pre-assess from the first year language course at the high school. In mathematics, an algebra and geometry program is an option for qualified 7th and 8th grade students. For a child having different learning needs from the main body of students, both learning disability tutoring and classes are offered. Placement in these programs occurs upon teacher or parental request and after involvement with guidance and Pupil Services staff.

Senate Bill 55 in the Ohio Legislation establishes that the graduation requirement for Ohio's public high school students is 21 credits. To increase flexibility and course options, S.B. 55 includes legislation granting credit for "high school level" courses taken at the middle school level. In the Centerville middle schools, algebra, geometry, and the foreign language program meet this requirement. Therefore, Centerville middle school students can earn up to three credits toward their high school graduation requirements (the middle school foreign language program approximates one year of high school credit).

CURRICULUM WAIVERS

The Ohio Revised Code permits a parent or guardian to waive participation of their child in the following areas of mandated school curriculum: CPR (Cardio-Pulmonary Resuscitation), Family Life and Personal Safety/Abuse. If you wish to exclude your child from one of these programs, please notify the office in writing.

GRADING SCALE

A+ = 97 -100	B+ = 87-89	C+ = 77-79	D+ = 67-69	
A = 93-96	B = 83-86	C = 73-76	D = 63-66	F = below 60
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

SCHEDULE CHANGES

Occasionally, it becomes necessary for a student to add or drop band, orchestra, or chorus. Students may only enroll or withdraw from these programs during the first few days of the school year or at the end of the first semester. *All changes must be coordinated by the guidance counselor and require parental permission/acknowledgment.*

CURRICULAR PROGRAMS

Sequentially planned programs exist in the traditional subject areas at the middle school level. However, the curriculum should provide enough diversity to enable pupils to progress at varying rates and depths without isolating them from social contact with their peers. A wide variety of learning experiences are offered through foreign language, physical education, fine arts, and music.

EXTRA-CURRICULAR PROGRAMS

Extra-curricular programs are designed to meet students' needs, stimulate interest and encourage participation. Social, cultural, academic, and leisure activities are developed through advisory groups, clubs and school-wide functions. *These activities are planned to be appropriate for this age group rather than attempting to emulate the activities at the high school level.* Physical activities are organized on an intramural basis which incorporate skill development and competition among teams within the district, both at the building and district level. The primary focus of the intramural program is on the participation of many, instruction of correct techniques, healthy competition and good sportsmanship.

An interscholastic athletic program has been developed for students in the 7th and 8th grades on a district-wide basis. Football, wrestling, volleyball, golf, basketball and track are available to interested students.

RETENTION or GRADE ADVANCEMENT

Students will not be grade-advanced or retained except in cases deemed unusually exceptional by the psychological staff. Responsibility for the decision to recommend advancement or retention of students shall be clearly fixed with the Pupil Services Department. The following procedure shall be utilized in the middle school:

1. A list of students failing three or more subjects at the end of the first semester or whose behavior seems very immature is to be sent to the psychologist by February 15.
2. The psychologist will consult with the family teaching team by the end of the third report period.
3. Following this consultation, students still considered for retention will be evaluated.
4. Final decision on retention will be mutually agreed to by the psychologist, teaching team, building principal and parents.
5. Cases that cannot be resolved are to be referred to the Director of Pupil Services.

ACADEMIC ELIGIBILITY FOR INTERSCHOLASTIC ACTIVITIES

For students in grades 7 and 8 to be eligible to participate in interscholastic activities defined above, a student must have an overall C average for all classes in the preceding quarter with no more than one (1) F in the preceding quarter. A student below an overall C grade average for all classes in the preceding quarter or with more than one (1) F in the preceding quarter is ineligible to participate in any form including practice, until the next midterm quarter grades are issued. If a minimum overall C grade average is earned at mid-term with no more than one (1) F, the student is eligible for the remainder of the quarter. All seventh graders are eligible for the first grading period. All grade point averages will be determined by the middle school grading policy. The building principal is the final authority for any grade disputes.

PUPIL EVALUATION

Pupil progress is measured on the basis of the successful completion of assigned tasks and should include personal and social characteristics as well as the academics. Gradually, students will be granted increasing responsibility for an opportunity to participate in the evaluation of their own growth. A strong home-school relationship can enhance the educational personal conferences between teachers and parents, with at least one conference being scheduled for all parents each year.

Policy and Plan for the Identification of Children Who Are Gifted

The State of Ohio defines children who are "gifted" as students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. Ohio law requires the Centerville City School District to identify gifted students annually under Ohio Revised Code 3324.03. Children in grades K-12 may be identified as gifted in one or more of the following areas:

1. Superior Cognitive Ability
2. Specific Academic Ability in one or more of the following content areas: Mathematics, Science, Reading/Writing or a combination of these skills, and Social Studies.
3. Creative Thinking
4. Visual or Performing Arts Ability such as the visual arts, music, dance, or drama

The District Policy and Plan for the Identification of Children Who Are Gifted which complies with the Ohio Rule regarding screening and identification is accessible to parents in each building office. Formal screening periods will be scheduled in the fall and spring. Parents may refer their children for screening in any or all of the four areas. Referral Forms may be obtained at the school office and should be submitted to the building principal. Parents of students transferring into the district who have been identified as gifted in other school districts in Ohio or out-of-state should use the Referral Form to initiate a review of data to determine compliance with Ohio Standards.

Children referred as potentially gifted in any of the areas as listed above will be evaluated using assessment tools approved by the state of Ohio for the purpose of screening and identification. The Centerville City Schools assess all children in grades 2, 5 and 7 annually as part of our comprehensive testing plan as well as for gifted identification purposes. On alternate years, opportunities for screening and identification are provided for students demonstrating remarkably high levels of accomplishment through nomination by parents, teachers, self or others.

Please note: Most of the needs of identified gifted children can and are met within daily programming in the Centerville City Schools. However, those students demonstrating remarkably high levels of ability may be eligible for other services.

DAILY PRACTICES AND PROCEDURES

ARRIVAL TIME

Students are invited into the building at 8:42am. Parents are asked not to allow the children to come to school prior to 8:42am, as teachers are usually involved in planning sessions and not available to students. However, students may receive extra help from teachers at some mutually agreed time, before, during or after school. All students are to enter the main entrances of the building as all other entrance doors will remain locked. When the doors open at 8:42am students are to go directly to their lockers and then report to advisory by 8:48am.

Students arriving after 8:55am will be counted tardy and must bring a written note from home explaining their tardiness. If a student enters the school later than 8:50am, the student is to report first to the office and sign in on the form provided. A pass will be taken to the first class the student attends. Such tardiness will be unverified unless there is a note from a parent justifiably explaining the tardiness. (This note is to be delivered to the advisor within one day). Excessive tardiness will be referred to the principal and/or the district's School Attendance & Family Resource Teacher. Students will be issued a *referral* for each unverified instance of tardiness to school.

Examples of Acceptable Excuses:
- Late bus
- Working with another staff member who should then provide a note.
- Medical/Dental Appointment
- Student Council Advisory Representative Activity

Examples of Unacceptable Excuses:
- Missing the bus
- Socializing in the Library

During the morning advisory period, students are to remain quiet as the public address announcements are read, and while their advisor is taking attendance.

ATTENDANCE INFORMATION

STUDENT RESIDENCY REQUIREMENTS for Centerville City Schools:

Centerville City Schools provides a free education to district residents between 5-21 (special education students ages 3-21), who do not possess a diploma. A student is considered a resident of the district if he/she resides with a parent(s), or person of government agency with legal custody whose place of residence is within the boundaries of the school district. Students under the age of 22 may attend school in the district for 90 days without paying tuition if the parents/guardians have a contract on a home being built, or a contract to purchase a home and are awaiting the date of closing on the mortgage loan. Proper documentation of these facts will be required.

Students who move from the district prior to the end of the school year may be allowed to complete the

remainder of the school calendar year by paying the tuition rate established annually by the State of Ohio. A twelfth grade student whose parent/guardian moves outside of the district after the commencement of the first day of school may be allowed to complete the remainder of that school year, plus one semester if necessary to meet graduation requirements, without paying tuition. In all circumstances where a district student is living outside the school district but legally attending the school district, transportation to and from school is the responsibility of the family.

ATTENDANCE

Students are expected to be in regular attendance in Centerville City Schools. Acceptable excuses for absences from school, classes, study halls or other required school activities are:

1. Personal illness
2. Illness in the family
3. Medical/dental appointments
4. Death in the family
5. Observance of religious holidays
6. Travel with parents (please notify the principal before out of town travel)
7. Emergency at home
8. Special administration permission
9. School related excuse

Students missing school for any of these reasons will be allowed to make up any assignments or tests missed. (Students will be given a day for day extension up to 10 days to complete assignments if absent for any of the above reasons.)

It should be noted that absences due to family travel are tolerated but not necessarily endorsed by the Centerville Schools. We encourage families to plan travel to coincide with the vacation time provided in the school calendar. We would further suggest that travel be avoided during the first and last week of the grading period. Even though students missing school due to travel with parents will be allowed to make up assignments and tests within guidelines developed by individual buildings, there is no guarantee that the student will not suffer some loss in the skill or content area. The decision to take children from school for travel will rest with the parents, but the school reserves the right to counsel with parents and the child concerning possible consequences resulting from absence. (In some cases, when it is possible, teachers may consent to provide minimal assignments in advance. However, teachers often make adjustments to lesson plans and assignments based on whole-class progress and past history has shown us that it is not very realistic to expect students to spend much time on assignments during vacation.)

NOTIFICATION OF SCHOOL ABSENCES

Students are required to attend school every day that school is in session unless they are legitimately verified. Parents and/or guardians are required to call the school office (937-434-0383) between 7:30am and 9:15am to report their child as absent. If a call is not received a staff member will attempt to call your home to verify the student's absence. Failure to call school to report an absence or present a note upon return to school may result in the absence being record as unverified.

Upon the student's return to school after an absence, they must present a note to the office, which explains the reason for the absence, and the parent and/or guardian must sign it. If the student's absence was medical or dental related, a note from the doctor's office is necessary.

If a student is absent for three or more days due to illness, parents can call the school office for more information regarding missed assignments. A tutorial service is available for students who will miss a significant amount of school due to illness. Because each student has six or more teachers with varying teaching schedules, please understand that it will take a full school day to secure assignments.

If a student is absent without a legitimate excuse, i.e., truant, they will be assigned a Saturday School.

NECESSITY FOR DOCTOR STATEMENT FOR AN EXTENDED ABSENCE

Parent/guardian is required to secure, from a licensed physician, a statement setting forth the reasons for the absence and the period of time that is expected to lapse before the child returns to school. If parents refuse to comply with this regulation, the School Attendance and Family Resource Teacher may initiate action to assure compliance with the attendance laws of the State of Ohio.

Also, all students must have the required immunizations in order to attend classes. Parents will be notified if our records are incomplete and will be given ample time to arrange to get any additional immunizations.

EARLY DISMISSALS

A student who needs to leave school early must bring a note from a parent stating such ***and turn it in to the office. The note should contain the student's full name and grade, the parent's full name, the reason for the dismissal, and the time of dismissal.*** By providing this advanced notice, you facilitate the early dismissal process. At the appointed time, the student may leave class and sign out at the office before leaving school. If a student returns to school from an appointment, he is required to sign in at the office and receive an "Admit to Class" pass.

If circumstances are such that the student is not able to bring in a note, then a parent or legal guardian will need to come in to the school office to sign out the student.

DISMISSAL AND AFTER SCHOOL PROCEDURES

Teachers will dismiss their last class at the 3:35 p.m. bell. Students are to go to their lockers at this time. Bus riders may go directly to their school buses and are to exit through the front (south) doors. Walkers and bike riders may exit out any door. If a student needs to leave immediately at 3:35 p.m. for an appointment, the student should have a note. Parents are requested to pick up students at the west entrance (near Stingley Elementary) to avoid traffic congestion with the school buses in the loading zone.

All students are to be out of the building within ten minutes after their last class or scheduled activities. An exception to this rule would include those students who remain for activities that have been scheduled by a staff member and approved by the principal. Such students are restricted to the specific area where that activity is to take place.

TARDINESS

TARDY TO ADVISORY

Tardiness – (by Quarter) This is defined as the student failing to be present in advisory by 8:50am without a valid excuse.

First Offense: Student will be reminded of the rule. (Warning)
Second Offense: The student will be given a referral by the advisor.
Third Offense: The student will be given a second referral by the advisor and warned that subsequent infractions will result in a direct detention.
Fourth Offense: Direct Detention
Continued chronic offenders will be sent to the office.

TARDY TO CLASS

Students are expected to report on time to their assigned class each period. If a student reports to class late without a written "Admit to Class" pass from either the office or the previous teacher, he will be considered tardy to class. In cases of repeated tardiness to class, a teacher may assign a discipline referral or require the student to make up the time missed. Parents will be notified in advance if a student is assigned make-up time.

TRUANCY

The Board endeavors to reduce truancy through cooperation with parents, diligence in investigating the causes of absences and use of strict guidelines in regard to tardiness and unverified absence. The Centerville City School District strives to promote regular school attendance each school year. Regular school attendance is one of the most important criteria for academic success.

A protocol has been established according to the rules adopted by the State Board of Education for the purpose of encouraging parental involvement in compelling the child's attendance at school. On the request of the superintendent, or when it comes to the attention of the School Social Worker or other appropriate school official, the designated officer must investigate any case of supposed truancy within the District.

Ohio Revised Code Section 3321.191 (C) (1) defines "excessive" absences for a student as:

a. 38 hours of school missed in a month or
b. 65 hours of school missed in a year.

This legislation does not distinguish between verified or unverified absences. The state of Ohio requires schools to send a notice to the families of students who have met this threshold, regardless of whether the absences are verified or unverified.

Ohio Revised Code Section 3321.191 (C) (1) defines" habitual" absences for a student as:

a. 30 or more consecutive hours
b. 42 or more hours in one school month
c. 72 or more hours in a school year

When a student does meet the threshold for identification as habitually truant, the district is required by law to hold a meeting with the parent/guardian to build an absence intervention plan for the purpose of improving the child's attendance to school. Should the child's attendance not improve with the plan, the district is required to file a truancy complaint with the court system.

The parent/guardian is required to have the child attend school immediately after notification. If the parent/guardian fails to get the child to attend school, the appropriate school official may send notice requiring the child's parent/guardian to attend a parental education program.

Regarding "habitual" truants, the District must take as an intervention strategy any appropriate action contained in the Board policy, or the district may file a complaint in juvenile court jointly against the child and parent. The complaint must state that the child is an "unruly child" by virtue of being a "habitual truant," and that the child's parent violated the School Attendance Law.

Intervention strategies may include the following:

1. The School Social Worker/principal requiring custodial parent/guardian to provide physician statement regarding the student's absences per Board policy on Student Absences and Excuses.
2. The School Social worker/principal providing and/or arranging a truancy intervention program for a habitual truant.
3. The School Social Worker/principal providing counseling for a habitual truant.
4. The School Social Worker/principal requesting or requiring a custodial parent/guardian of a habitual truant to attend parental involvement programs.

Legal Ref.: ORC 3321

SCHOOL CANCELLATION FOR INCLEMENT WEATHER

When school has been cancelled parents and students are advised to tune in to local media stations or the district web site throughout the day to see if afternoon or evening activities will be cancelled. There will be no transportation services to public or private/parochial schools. A morning decision to cancel school or delay school is normally made by 6:00 a.m.

If a two (2) hour delay is announced:

- The pick-up times for all bus riders will be scheduled two (2) hours later than the normal schedule. This includes public school students grades 1-12 and all private/parochial school students.
- The delayed start times for the Centerville Middle Schools will be 10:50 a.m.
- Morning activities, such as band, chorus, etc. will be cancelled.
- Dismissal time will not change.
- Afternoon and evening activities will be held as scheduled.

SCHOOL BUS PROCEDURES

1. Pupils will ride on assigned buses to and form school. *If an emergency arises, parents may request permission from the Transportation Department (937-885-7776) to deviate from this rule, in advance and in writing.*
2. All bus students are to ride their assigned buses home unless remaining after school to participate in a school activity, work with a teacher or serve detention.
3. Obey the bus driver respectfully. The driver is responsible for your safety and must be obeyed.
4. All school rules are in effect while using Centerville transportation vehicles or rented vehicles. Student misconduct may result in suspension and/or bus privileges for up to one (1) full school year. See "Suspension of Bus Riding/Transportation Privileges".
5. Pupils are expected to enter and leave the bus in an orderly, single file line.
6. Pupils are to be silent while the bus is proceeding across any railroad crossing.
7. If it is necessary to cross the road after leaving the bus, pupils are to cross in front of the bus, after receiving a clear signal from the driver that it is safe to cross.
8. Students are to sit two/three to a seat. Students are not permitted to stand while en-route.
9. Any student detained after school for disciplinary purposes, forfeits the privilege of bus transportation. Such students will need to arrange another form of transportation. At least one day's advance notice will be provided to the student and to the parent.
10. If a student misses the bus after school, he is to return to the office and inform the principal or secretary and will be given permission to telephone a parent. Such students should not walk home without obtaining parental permission.
11. Missing the bus in the morning does not constitute an acceptable excuse for missing school.

SUSPENSION OF BUS RIDING/TRANSPORTATION PRIVLEGES

Students on a bus or other authorized Board of Education transportation vehicles are under the authority of and directly responsible to the bus/vehicle driver. The driver has the authority to enforce the established regulations for bus/vehicle conduct. Disorderly conduct or refusal to submit to the authority of the driver will be sufficient reason for refusing transportation service to any student.

A student may be suspended from school bus/vehicle riding privileges for all or part of a school year for any violation of established regulations for bus conduct and/or for conduct occurring on the bus/vehicle in violation of the Student Code of Conduct/Student Discipline Code.

Before a suspension from bus/vehicle riding privileges is imposed, the Superintendent or other designated District personnel will provide a student with notice of an intended suspension and an opportunity to appear before the Superintendent or other designated District personnel. Disciplinary suspension periods will be commensurate with the infraction(s) committed as determined by the Superintendent or designated District personnel.

Any additional guidelines regarding conduct on school buses/vehicles, as well as general information about the school transportation program, will be made available to all parents and students and posted in a central location.

SCHOOL / PARENT VISITORS

All visitors must report to the school office upon arrival and sign in and receive a visitor's badge. This policy exists for the protection of our students. When bringing items to school for your child, please label the items and bring them to the school office. Students may then pick up the items on the office counter. Those planning to visit a classroom must make arrangements with the principal least 48 hours prior to the desired visitation. Unplanned visitations can be very disruptive to the learning environment.

CUSTODY

A copy of any Court orders involving custody of children must be provided to the school upon the registration of your child. If and when changes in such documents occur, the school must be provided with copies of the updated documents.

Non-custodial and custodial parents are entitled to equal access to school records of their children, except to the extent modified by a Court order. Similarly, unless limited by Court order, non-custodial and custodial parents have equal access to school activities of their children, including but not necessary limited to parent/teacher conferences, school parties, performances, picnics, field events, PTO sponsored events, or any other special event that parents are invited to attend.

Children can only be released to a custodial parent. Children can be released to a non-custodial parent with the consents of the custodial parent.

FIRST AID/CLINIC AND MEDICATION

1. All students must have the required immunizations in order to attend classes. Parents will be notified if our records are incomplete and will be given ample time to arrange to get any additional immunizations.

2. Reporting Illness or Injury – If a student is injured at school he or she should report to the teacher or office immediately. If a minor injury occurs in the class, the student should request attention from the supervising teacher before leaving the room or area.

3. Limitation of Aid – Only basic first aid is given to a student if he or she is injured or ill in school. Depending upon the extent of illness or injury, he or she will be given first aid and either sent back to class, kept in the clinic for a rest period, or sent home. In cases of more serious illnesses or injury, it will be necessary to notify parents.

4. Emergency Medical Form – Each student must have an Emergency Medical Authorization on file in the school office. This form is sent home on the first day of school and must be filled out and returned as soon as possible.

5. Board of Education Policy on Medication –
The Ohio State Legislature has mandated that students must have on file with the office written permission from their doctor for any mediation to be taken at school. All medication falls under the following board of education guidelines.

Many students are able to attend school regularly through effective use of medication in the treatment of disabilities or illnesses that will not hinder the health or welfare of others. *THE SCHOOL DISTRICT STRONGLY RECOMMENDS THAT MEDICATION BE SCHEDULED BY PARENTS AND PHYSICIANS SO THAT STUDENTS DO NOT HAVE TO TAKE MEDICINE DURING THE SCHOOL DAY.* However, if this is not possible, trained school personnel will administer medication in accordance with the following guidelines:

a. A person(s) appointed by the building principal shall supervise the secure and proper storage and dispensation of medications. Students may NOT keep medication with them or in their lockers. Students will receive and keep medication in the presence of the person(s) appointed to administer it. A written record will be maintained of all medication administered. However in rare circumstances when the physician deems it medically necessary, a student may carry medication in the form of a multiple dose inhaler (M.D.J.), or epi-pen, or insulin kit/glucagon kit, when noted on the medication form by the physician.

b. All medication must be in the original container as provided by the licensed physician, dentist, or pharmacist. The label is to include the name of the student, physician, current date, dosage instructions (quantity and times to be given), and name of medication.

c. Medicated eye drops will not be administered at school.

d. Suppositories will not be administered at school.

e. Medication to be administered by injection will be limited to life threatening emergency situations (i.e., students exhibiting symptoms as described and documented by a physician) in the following situations:

   i. Those students having severe allergic reactions. In such situations parents must provide the medication in the prescribed epi- pen device only.
   ii. Students with insulin dependent diabetes. In such situations the prescribed doses of glucagon must be from a ready to mix single dose kit provided by the parents. Will be administered only by trained school personnel.
   iii. Insulin may be administered only by the student or parent.

f. Written permission must be received on the Centerville City Schools Medication Permit form from the parent or guardian of the student requesting that the school district comply with the physician's order. Designated school personnel will administer prescribed medication after receiving a completed Medication Permit form. NO medication will be administered unless this form is completed.

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      i. The physician who prescribes the medication must complete the Physician's Statement.

ii. The student's parents or guardians must sign the Parent Request Statement.
iii. This procedure must be followed for both prescription and nonprescription medication.
iv. A School Medication Permit form is good only during the school year the form is dated. If medication is continued the next year. Another form must be submitted.
v. If any of the information originally provided by the physician (name of physician, dosage, time to be given, etc.) changes, a new form must be submitted immediately. A corresponding label on the medication bottle must be submitted within two weeks.

g. Students are not permitted to carry medication to, from, or during school. Consequently, parents are advised to deliver medication directly to school personnel. School personnel are not responsible for medication prior to delivery to them.

h. When medication has been discontinued, any remaining medication must be picked up by the parent within 2 weeks after discontinuation or it will be disposed of by school personnel. Parents must pick up medication within two weeks of the end of the school year, or it will be disposed of.

i. No employee authorized by the Board of Education to administer medication and who has a copy of the most recent physician's statement shall be liable in civil damages for administering or failing to administer the medication, unless he/she acts in a manner that constitutes "gross negligence or wanton or reckless misconduct."

j. No person employed by the Board of Education shall be required to administer medication to a student except in accordance with the requirements established under this policy. The Board of Education shall not require an employee to administer medication to a student if the employee objects on the basis of religious convictions to administering the medication.

k. On field trips, student medication shall be administered by a trained staff member. Emergency medications such as multi-dose inhalers. Epi-pens, or insulin/glucagon kit may be carried and self-administered by the student with physician and parental authorization on the appropriate form.

l. Students who spend part of their school day at a work site where no school employees are in constant attendance may self- administer medication with written physician and parent authorization.

STUDENT COUNCIL

Student Council is comprised of officers and representatives elected every fall by the students. The council serves as a forum for student ideas and assists in organizing school-wide activities and projects.

LIBRARY

The Library is open to all students at all times during the school day. Students may come to the Library

from classes with their teacher's written permission. The normal check out period is two weeks for a book and unlimited renewals as long as someone else does not need the book. Reference books and magazines may be checked out at the end of the day for overnight use only. They must be returned before class the following school day. There are a very few books, which must be used only at school, usually, the newest set of reference books or expensive, one-of-a-kind items. The Library director will determine non-print material check out policy.

Each student is responsible for returning materials on time and should not depend on notification from the Library or a teacher. The Library will send overdue notices when materials are late. This will be handled during advisory time. Students who frequently have overdue books may have their Library privileges restricted.

At times during the year, teachers will put materials on special reserve in the Library. These are materials which normally have a two week check out period but, for a short time, will be limited to overnight use. Our Library is similar to any other library/media center you are familiar with, from alphabetical order to computer cataloging service.

MATERIALS AND SUPPLIES FEES

The Centerville City Schools maintain a uniform and consistent student fee schedule to cover part of the cost of receiving materials and supplies furnished to each child. In general, any supplies that are "consumed" or used up by students during school activities are purchased out of these fees. Specific information about school fees is sent home on the first day of school.

Pupils enrolling at any time during the first quarter will be charged the full fee amount, the second quarter 75%, the third quarter 50% and the fourth quarter 25%. Any pupil transferring out of Centerville City Schools during the first quarter will be refunded 75% of the school fee amount paid, during the second quarter 50%, the third quarter 25%, and those transferring during the fourth quarter will not receive a refund. All refunds must be requested in writing by the parent.

The Board of Education believes that no student shall be denied access to these materials and supplies for financial reasons. If a student (family) finds it is financially challenging to pay for student fees, the student (family) should complete a financial aid form, which may be obtained from the principal's office. The completed financial aid form will be treated with the utmost confidentiality and serve as a request for financial aid. Questions regarding student fees may be directed to the Building Principal's office or the Board of Education office.

AGENDA PLANNER

Tower Heights Middle School has developed a program to help students to stay organized, and complete all assignments. At the beginning of the school year, students will be provided with an electronic or paper Agenda Planner. All students will have a uniform and consistent way of recording assignments each day. This will continue to aid in the communication between home and school, and parents will have an effective way of tracking the completion of their student's work. Replacement planners may be available in the office for a fee.

LOCKERS

Students will be assigned a school locker. All students are reminded that the lockers still remain school property, so students are encouraged to use them responsibly. The school is not responsible for "stolen" items from unlocked lockers. If students wish to place a lock on their locker, they may do so but must provide the office with the combination or extra key to the locker. Book bags and coats must be stored in lockers or in an area designated by the advisor within the classroom. *Tape or adhesive is not to be used on the walls or lockers.* Magnets or suction cups are an acceptable way of fixing items on or in lockers.

LUNCHTIME PROCEDURES

The designated lunch area is the Multi Purpose Room. Students are expected to use good table manners, be courteous and respectful of others, and clean up their area of trash and food waste.

Students are NOT permitted to:

- Beg or take food or money from others by threat or force.
- Block entrances and exits.
- Cut in the lunch line, push, shove, yell or fight.
- Switch established lunch tables without permission

Students are to remain seated until dismissed by a lunch supervisor. Eating is restricted to the scheduled lunch periods, with the exception of food purchased for or prepared in regular classes.

Delivery of outside food for students is not permitted unless previous approval from Mr. Freese has been granted.

During the lunch/recess period, students are permitted in certain designated areas. During good weather, these include the black top and grass areas east of the flagpole, south to the cemetery fence and west to the Stingley baseball diamond. Students are not permitted to go north of the building. Students may reenter the building only through the doors assigned by the lunch supervisors and will return directly to their next assigned area or class.

Vigorous physical activities are only appropriate outside the building or in the gym during assigned activity periods. While outside:

- Students are not permitted to play or loiter near cars, delivery trucks, bicycles, etc.
- Rough play or play involving physical contact is prohibited.

- Students are not permitted to ride bikes or skateboards during school hours.

CELL PHONES

Having cellular telephones at school is **highly discouraged.** It is the sole responsibility of the student and the parent to provide for the security of their telephone. Cell phones may not be used between the hours of 8:48am and 3:35pm during the school day. Cell phones are permitted for communications after dismissal at 3:35pm outside of the school building. Cell phones must be turned off during the school day, not used, and kept in the student's locker. The office telephone is available for student use in emergency situations.

THE BEHAVIOR MONITORING SYSTEM

Behavior monitoring consists of two components, Positive Based Intervention and Support and The Alternative Behavioral Monitoring System

PBIS

Positive Behavior Intervention and Supports is a school-wide, systematic approach to implement evidence based practices and data driven decision making to improve school climate and culture in order to achieve improved academic and social outcomes and increase learning for all students. PBIS encompasses a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors, and teach appropriate behaviors to students.

The PBIS approach at Tower Heights is grounded in the acronym CARE - Citizenship, Accountability, Respect, and Empathy. Building-wide expectations have been set out in the CARE matrix below. These expectations serve to establish building norms, to teach appropriate behavior to all students, and to diminish problematic behaviors. The Tower Heights Middle School behavioral expectations may be taught through direct instruction, social emotional learning (i.e. zones of regulation, goal -setting, advisory team building), social skills training, behavioral contracting, and mentor based support.

Positive incentives for meeting the CARE expectations will be rewarded on an individual and group basis. When a student does not maintain the CARE expectations, all staff members are responsible for re-teaching the CARE expectations and redirecting the student. Staff members may, at their discretion, issue the student a written warning and document the behavior / unmet expectation. Best practice indicates that a student may need to be retaught behavioral expectations multiple times in order to acquire these behavioral skills.

The Alternative Behavior Monitoring System

An alternative method available to teachers and staff members in managing student behavior is the Alternative Behavior Monitoring System. In this system, teachers keep track of student behavior, documenting behaviors, and providing interventions the teacher has used through PBIS. At any given point, teachers may refer a student to the principal.

The Alternative Behavior Monitoring System is not intended to be punitive in nature, but is a way to help students improve self-discipline and change behavior. Multiple attempts will be made to re-teach behavior expectations and encourage positive behavior through contracting, referrals to the school guidance counselor, and more frequent communication between teachers and home. Should these efforts show little behavioral change, we will enforce appropriate natural consequences, as detailed in "Part 2" "Middle School Code of Conduct".

When a student is referred to the principal due to repeated, and / or severe behavioral infractions, a detention will be issued to the student. Students are to have their detention signed by a parent and it is to be turned into the office the following morning. Lunch detentions may also be assigned. If the signed detention is not turned in when due, a parent will be notified.

Once the student has received the equivalent of 4 detentions, the student's parents will be notified of such by a letter from the principal. Should the student fail to more carefully monitor his behavior, he will receive a Saturday School assignment after an accumulation of the equivalent of 6 detentions. Once a student reaches this step, Saturday School will be assigned every two detentions.

A direct detention may be issued dependent upon the severity of the student infraction.

Accumulation of excessive detentions after the initial Saturday School results in the following: parent conference; additional Saturday Schools; in school suspension*.

Please see "Part 2" "Middle School Code of Conduct" for more specific information on behaviors and consequences.

MISCELLANEOUS GUIDELINES

1. Specific meetings, **parties**, programs and activities must be approved in advance by the principal. A teacher must be present as a sponsor.
2. The **clerical aide's area and staff lounge** is off limits to students at all times. Students who find it necessary to communicate with a staff member in one of these areas should ask office personnel to convey the message.
3. Students are not to sit on nor put their feet on tables, desks, or other **furniture**. Students should not lean chairs back on two legs.
4. If a student **damages school property**, a fine will be assessed for the cost of repair or replacement.
5. **Delivery of gifts, flowers, or other items** for students is not permitted.
6. THMS cannot accommodate **student visitors**.
7. The school maintains a "**lost and found**" area. It is very important that all possessions are marked. Students should check with the school secretary if an article is missing. Unclaimed items will be discarded or donated to a charitable organization at periodic times throughout the year.
8. **Students coming to the office**, for any reason, are to wait at the counter until taken care of by a staff member. An ill student may go directly to the **clinic**.
9. Students riding **bicycles** to school must park them in the bike rack immediately upon arrival. Bike locks are suggested! Mopeds or skateboards may not be ridden to school.
10. Students are to respect the **property rights of our neighbors**. Stay off of their property.

AMERICANS WITH DISABILITIES ACT (ADA)

We value your involvement in the activities and programs available at Tower Heights Middle School. If you need any accommodation during the course of the school year in order to ensure such involvement, please contact the school office.

SCHOOL SAFE NUMBER

We strive to make Tower Heights a safe and secure place for students. If you need to report a problem or concern, please call 1-866-547-8362.

EMERGENCY PROCEDURES

Fire Drills/Emergency Evacuation

1. At the sound of the fire alarm, students are to move quickly, quietly and in an orderly manner to their assigned advisory group line outside in the front parking lot. (Students will be notified by their advisor of the group's assigned area.)
2. The advisor will take attendance and immediately report any missing students to their family aide.
3. Students are to stand in a single file line and wait for further instructions. There is to be no talking.
4. As soon as all students are accounted for and the building is checked, the principal will signal staff and students to reoccupy the building.
5. Advisory groups are to return to the building in a quiet, orderly fashion.

Tornado Drills

1. At the tornado signal (a verbal signal or continued, brief rings of the school bells) students are to move quickly, quietly and in an orderly way to their assigned shelter stations. (Students will be notified by their teacher of the group's assigned area.)
2. Students are to sit on the floor with their backs to the wall. Their knees should be drawn up to their chests, with their heads bent down, covered by their arms and hands.
3. Students are to remain in this position until the all clear signal has been given. There is to be no talking.
4. After the all-clear signal, students will return to class.

Earthquake Emergency Procedures

1. Students shall seek protection by getting under tables, desks, or other large pieces of furniture. Students should cover the sides of their heads with their elbows and clasp their hands firmly behind their necks.
2. Stay inside, move away from windows, shelves, heavy objects, and furniture that may fall. Listen for instructions from the teacher and the office.
3. In halls, stairways, or other areas where no cover is available, move to an interior wall. Turn away from windows, kneel alongside a wall, bend head close to knees, cover sides of head with elbows, and clasp hands firmly behind neck.
4. Avoid touching electrical wires that may have fallen.
5. Wait until the ground shaking is over before moving; be careful of new dangers that were not present before the earthquake.

Stay Put Status

Stay Put Status means that students and staff should remain in current areas until further notice. Stay Put Status could occur for many reasons; power shutdown, medical emergency in the building, an unwanted intruder on the premises, etc. Students in halls or common areas should move to the closest classroom.

Run, Hide, Fight

Response to Active Threats - Centerville City Schools will be using the **Run, Hide, Fight** approach to active threats. In partnership with local law enforcement and the Miami Valley Crime Prevention, staff and students are trained to make active decisions to react appropriately (i.e. evacuating, barricading or fighting back). No matter where you are, think through your surroundings, potential scenarios, and your possible actions.

Power Failure

In the event of a power failure that results in semi-darkness within the building, students are to remain in their assigned area. They are to stay calm and listen for directions from their teacher.

COMPUTER USE BY STUDENTS

A networked computer system has been installed in the Centerville City Schools for the benefit and education of all students and staff. Along with the opportunity to learn from the use of the computer also comes an obligation to use this technology in a responsible way. To ensure the integrity of this system, the following rules have been established:

- Computers are to be used by students with teacher permission and/or supervision. Students are to use only those programs to which their teacher(s) have given them access.

- Students are to use the password of record for them in order to gain access to the network. Students are not to log on the network with any other ID name. Furthermore, students should not share their password with any other student, or individual.

- Students must always log out before leaving a computer station or before turning the computer system off.

- Students may not install programs into the district's computers without prior permission from a teacher and/or the building system operator. Data disks which contain student or teacher created files will be the exception.

- Students may only access the computers using the Network Operating System.

  Unauthorized use of DOS for any reason is not permitted.

- A student who aids or assists another in computer misuse or computer tampering shall be deemed equally responsible for the offense, and may receive the same consequences.
- Issues related to vandalism, plagiarism, dishonesty and theft as outlined in the current code of conduct information apply to the computer network, individual computer workstations, and other peripherals, software, and all electronic files.

- Students may only use the network operating system. Accessing network, teacher or other students' files, creating classes, the unauthorized use of DOS, or the use or installation of non-school owned programs will place the student into the suspension/expulsion category of the consequences list.

Consequences are outlined in item "W" in the Middle School Code of Conduct. In incidents where extreme violations occur, the specified actions may be waived by the school official in favor of stronger measures, such as longer suspensions (not to exceed ten school days), restitution, or expulsion.

Acceptable Use Policy
Student Access to Networked Information Resources

The Centerville City School District recognizes that telecommunications and other new technologies are shifting the ways that information is accessed, communicated, and transferred by members of our society. These changes also alter instruction and student learning. The district supports access by staff and students to rich information resources, along with the development of appropriate skills to analyze, evaluate, and utilize such resources. Within the district, staff members and students are provided access to electronic information resources over a district-wide computer network, which is a part of the Ohio Educational Computer Network (OECN). This statewide computer network is supported by the Ohio Department of Education, and includes filtered access to the Internet.

Centerville Schools currently provide access to a variety of information resources, including web based curriculum resources via the Internet. Internet access, because it may lead to any publicly available computer system in the world, opens classrooms to electronic information resources that may not have been screened by educators for use by students of various ages. Families should be aware that certain material accessible over public networks might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. The Centerville City School District supports and respects each family's right to decide whether or not their child will have access to resources via the Internet.

District Computer Network / Internet Rules

The purpose of the district computer network is to further the learning of students in the district. Access to the district computer network, and through it Internet resources, is given to students who agree to act in a considerate and responsible manner. Use of the district computer network is a privilege, not a right. Access requires responsible and lawful use. Parental permission is required for students to have independent access to resources via the Internet. Responsible use means that everyone has a part:

1. **Students** are responsible for appropriate behavior on school computers and networks just as they are in a classroom or in a school hallway. General school rules for behavior apply. Specific guidelines for computer may also exist for individual classrooms or computer labs. If a student is in doubt about whether a computer related behavior is permitted, it is her/his responsibility to ask a teacher or other staff member. Students are also responsible for reporting improper use to a staff member.
2. **Teachers** are responsible for guiding students toward appropriate educational resources on the Internet, for instructing students in the evaluation of electronic information, and for supervising student behavior while using computers.
3. **Parents and guardians** are responsible for supervision of Internet use outside school, and for setting and conveying standards that their children should follow when using electronic resources.
4. It is the responsibility of **each user** to employ the district computer network in support of education and research consistent with the goals and objectives of the Centerville City School District.

Acceptable uses of District Computer Networks
Students will use electronic information resources to:

- Access global educational resources
- Enter partnerships to expand their learning options
- Broaden their research capabilities by using primary sources
- Develop higher level thinking skills
- Differentiate and evaluate available sources of information
- Gain essential skills needed for the 21st century

Unacceptable uses of District Computer Networks
The following behaviors are examples of unacceptable uses of district computing equipment and are not permitted. This list is not intended to include every prohibited behavior.

- Sending, receiving, or displaying offensive messages or pictures, including ethnic or gender related slurs or jokes
- Using obscene language or gestures
- Using district computer resources for purposes without clear educational value
- Threatening, harassing, insulting, or attacking others
- Damaging computers or any items relating to computer systems, either physically or by intentionally altering software with viruses, "worms," or similar methods
- Violating copyright laws or revealing trade secrets
- Using another person's password, disclosing one's own password to others, or impersonating someone else
- Trespassing in another person's folders, work, or files
- Intentionally wasting limited resources (such as network bandwidth, disk space, and/or consumables)

- Using district computing resources for non school-related commercial purposes and/or transactions
- Using district computing resources for illegal purposes

Consequences

a) Violations may result in loss of access.
b) Additional disciplinary action may be determined at the building level in line with existing practice regarding inappropriate language or behavior.
c) When applicable, law enforcement agencies may be involved.

RELEASE AND PUBLICATION OF STUDENT PHOTO/VIDEO FORM

I authorize the Centerville City School District Board of Education, officials, employees, agents, etc., to photograph, film and/or interview my student (indicated on the Student Information Form). Furthermore, I consider these photographs or videos of my child as "directory information" and grant permission for Centerville City Schools to utilize, release, and/or publish my student's photograph/video in school publications and media releases. School publications and media releases may include, but are not limited to, School Calendars, Newsletters, Social Media, Yearbook, Public Access TV, District Website, and Student Newspapers.

I agree that, insofar as I am concerned, these photos/videos may be edited by those charged with such responsibility at their sole discretion and used in whole, in part, and in connection with such publications. I also consent to the use of my student's name, likeness, voice, and biographical material in connection with program publicity and for instructional and promotional purposes. I expressly release the producer, the CENTERVILLE CITY SCHOOL DISTRICT, all school districts participating in the Miami Valley Education Cable Access joint venture, the Miami Valley Cable Council, and the employees and agents of all such entities from any privacy, defamation, compensation, copyright, or other claims that may arise out of such presentations, exhibitions, publications, or promotions.

Parent/Guardian consent request can be found on the Student Information sheet located in the first day packet

ACHIEVEMENT TEST SECURITY PROCEDURES

A. The Centerville City Schools shall designate a district coordinator and building coordinators for achievement testing in accordance with board policy. These persons shall be responsible for test administration, test security, and all testing procedures adopted by the Department of Education and by the district or participating schools. Each participating school shall also identify a sufficient number of examiners and monitors. No one except coordinators, examiners, monitors, and students taking the tests are authorized to be present in a testing room during a testing session.

B. The district coordinator, upon receipt of testing materials, shall personally deliver the materials to the building coordinators. Upon completion of the testing period, the district coordinator shall personally pick up the used and unused materials, package and return them to the site or sites designated by the Department of Education.

C. The building coordinator, upon receipt of the testing materials, shall store them in a secure location prior to the test administration period. The building coordinator shall personally distribute the materials to the testing examiners and proctors at the beginning of each testing period. At the end of each testing period, the building coordinator shall pick up and account for all used and unused materials from the testing examiners and proctors. The building coordinator shall store the testing materials in a secure location between testing sessions and until they are claimed by the district coordinator or returned to the site designated by the Ohio Department of Education.

D. The district coordinator at the end of the last regular test administration session shall personally account for, package, and secure test booklets and ancillary materials not required for the make-up test sessions. Following the last make-up test session, the district coordinator will collect test booklets and ancillary materials from the participating buildings and ship test booklets to the site designated by the Ohio Department of Education. The building coordinators will collect answer sheets after the last regular test administration and the last make-up test administration and ship to the site designated by the Ohio Department of Education.

E. Alleged violation of test security provisions including but not limited to cheating by a student and assisting a student to cheat shall be referred to and investigated by the district coordinator and building coordinator. Upon completion of the investigation, should the allegation be confirmed, penalties shall be recommended according to the District's discipline code and Ohio Revised Code. The District's discipline code includes consequences for invalidating test results.

F. Within ten days of determining that a test security violation has occurred following an investigation conducted, the District shall notify the Ohio State Board of Education in writing of the finding and of the action taken.

G. The written procedures established pursuant to achievement test security will be communicated annually to employees and students through handbooks, building postings, or in-service sessions.

EDUCATION RECORDS

Definition

'Education Records' includes any records which contain information directly related to a student and maintained by Centerville City Schools or by a person acting for the Centerville City Schools. However, "education records" does not include: 1) records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker of the records and which are not accessible or revealed to any other person except a substitute; or 2) records maintained in the normal course of business which relate exclusively to the student as an employee of Centerville City Schools which are not available for use for any other purpose.

Access to Student Records

1. Access to the records will be granted to any professional staff member who has legitimate educational interest. Access will also be provided to law enforcement personnel conducting missing child investigations.

2. Parents and student through individual conferences may view the contents of the records with interpretation by a professional staff member. The request for this conference must be in writing and will be scheduled within 45 days.

Release of Records

I. Student records may be released to officials of other schools or school systems in which the student intends to enroll, without written permission.

2. No information may be furnished in any form to any other persons than listed above unless in compliance with a judicial court order or subpoena or there is written parental consent specifying records to be released, the reasons for such release, and to whom. In such cases, parents and students have the right to receive a copy if deserting

3. All persons, agencies, or organizations desiring access to records shall be required to sign a written form which shall be kept permanently with the file of the student, only for inspection by parents or students indicating specifically the legitimate educational or other interest each has in seeking information.

4. Records may be released to either parent in me of separated families unless the district has on file a court order of restraint or where access is limited by an agreement between the parents.

5. Records of instructional, supervisory and administrative personnel and educational personnel ancillary thereto (including school psychologists), which are in the sole possession of the maker thereof, and which are not accessible or revealed to any other person except a substitute, are not educational records and arr. not subject to disclosure. Such records would include such items as teacher notes, and psychologist notes and test protocols.

6.

Right to Challenge

1. Parents and students have the right to inspect all school records kept on the individual student and have the right to an explanation and interpretation of the records.

2. Parents and students have the right to a hearing to challenge the contents of cumulative records on the individual. A request to amend information in a record may be made if the information is deemed to be inaccurate, misleading, or violative of the student's privacy or other rights.

3. If, as a result of the hearing, the school district decides the challenged information is inaccurate, misleading, or otherwise violative of the student's rights, the district shall amend the record and inform the parent and/or student in writing.

4. If, as a result of the hearing, the school district does not agree to an amendment of the records, parents and/or student shall have the right to place in the student's records a statement commenting upon the challenged information and/or setting forth any reasons for disagreeing with the district's decision. (O.R.C. T71.23, T71.24 and T71.25)

Release of Directory Information

Under certain circumstances, the Centerville Schools may release "directory information" on students. "Directory information" includes a pupil's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, date of graduation, and awards received.

For students currently enrolled in the Centerville City Schools, the following procedures shall be followed prior to releasing directory information:

1. Public notice shall be given of the categories designated as directory information.

2. Parents of students under eighteen and students eighteen or older may refuse to permit the designation of any or all personally identifiable information as directory by making a request to the schools in writing.

Annual Notification of Privacy Rights

Each year the schools shall give notice to parents of students in attendance and students eighteen years of age or older of their rights under federal law and regulations and district policy, including their right to

file an administrative complaint with the Department of Education, their rights under district policy, and where copies of the district policy may be obtained.

The annual notice should inform the parents or students over eighteen that under federal law and district policy, they have the right to examine the student's records, to challenge the content of those records before a disinterested party and to insert into the records an explanation of any disputed information. The notice should state that the district has adopted a policy regarding access to and challenge of student records, setting forth the location(s) at which copies of the policy are kept. The notice should state that the parents or students have the right to file a complaint with the Family Educational Rights and Privacy Act Office, 330 Independence Avenue SW, Washington, D.C. 20201, if they think the district is not complying with federal laws or regulations governing student records.

The notice must also provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

Copies of Records

Students currently enrolled in grades 9-12 may obtain copies of their transcripts through the guidance office. A fee of $1.25 per transcript will be charged to cover transcript costs and postage. Copies of records for transfer purposes shall be made available at no cost.

Students enrolled in grades K-8 may obtain copies of their school records through the Pupil Services office. Copies of records for transfer purposes shall be made at no cost.

After students have graduated or withdrawn from the Centerville City Schools, records shall be maintained in the Department of Pupil Services. Transcripts of a student record shall be made available upon written request and payment of a $2.00 copying fee.

Destruction of Records

A records commission composed of the Board President and the Treasurer of the Centerville Schools, the Superintendent of Schools, and the Pupil Services Administrative Assistant shall meet annually to review lists of school district records marked for disposal. The disposal lists must contain those records to be disposed of because they have been microfilmed or no longer have administrative, legal, or fiscal value to the district or to the citizens of the district.

When the disposal of such records is authorized by the commission, the commission must, prior to the actual destruction of the records, send a list of such records to the Bureau of Inspection and Supervision of Public Offices in the state auditor's office.

Student records destroyed shall be disposed of in a manner that insures the privacy of the student identified in the records.

Adoption date: 10/26/92

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974, Pub. L. No. 93-380, § 438, 88 Stat. 57-79 (1974)
ORC 149.41

1347.01 et seq.
3313-50
3317.031
3319.32, 3319.321, 3319.33
3321.12; 3321.13
3331.13
State Board of Education Minimum Standards 3301-35-02(B) (4) (b); 3301-35-03(E)

CROSS REFS.: AFI, Evaluation of Educational Resources
KBA, Public's Right to Know

Centerville City School District, Centerville, Ohio

{Part 2}

MIDDLE SCHOOL CODE OF CONDUCT

A code of conduct serves as a guide for behavior and should enable establishment of a positive climate for learning which reflects a basic belief in the growth, dignity and rights of every person. The most desirable goal of a code of conduct is to create conditions that foster student self-discipline when students understand their rights, when they know what is expected of them, and when they understand the consequences of breaking school rules or infringing on the rights of others.

As part of our ongoing program to improve student discipline and ensure the health, welfare and safety of all students, video cameras will be placed on some school buildings within the Centerville City School District. Recordings from video cameras, which monitor student behavior, may be used as evidence in student discipline proceedings.

The lockers, desks, and other storage areas supplied by the Board and used by the pupils are the property of Centerville Board of Education. Therefore, lockers, desks, other storage areas, and any contents are subject to random search at any time without regard to whether there is a reasonable suspicion of violation of a criminal statute or a school rule.

Any student who aids or assists another in committing a violation of the Code of Conduct shall be deemed equally responsible for the offense and may receive the same consequence. In severe situations, a student who witnesses a violation of the rules and fails to report it shall be deemed equally responsible for the offense and may receive the same consequence.

A. Students as citizens

We believe that cooperation is fostered in a climate in which each individual's rights are recognized and respected. The student shall be assured of the following:

1. The right to equal opportunity to a quality education.
2. The rights and limits of students respecting freedom of speech, press and assembly in accordance with the first amendment of the United States Constitution.
3. The right to establish an elective and representative student-directed government with elective positions open to all students.
4. The right to be represented in the establishment of rules and regulations regarding discipline through student representatives duly designated by the student government.
5. The right to an appropriate formal grievance procedure as outlined in the rules and regulations.
6. The right to due process in matters involving deprivation of substantive rights i.e. students who are suspended or expelled for an infraction of rules have the right to procedural due process.
7. The right not to be subjected to unreasonable or inappropriate punishment without recourse through the grievance procedure.
8. The right to be protected against verbal abuse, injury, fright, degradation or disgrace.

B. Conflict Resolution

It is the student's right and responsibility to resolve any conflict that may arise at the lowest possible level; that is, with the person(s) with whom there is a problem.

C. Suggested Problem Solving Guidelines for Students to Use

1. If a problem exists with another student:
   a. Explain the situation to your advisor and ask that person's advice or assistance as a mediator.
   b. Seek the help of another teacher or the guidance counselor regarding the problem.

2. If the problem exists with a member of the school staff:
   a. Do not challenge that person in front of the group. Emotions and feelings on the part of both parties may get in the way of problem solving. Obey reasonable requests and ask to discuss the matter with an adult.
   b. Ask your advisor, another student or the guidance counselor to listen to you and help solve the problem.
   c. Discuss the problem with your parents.
   d. Ask for a meeting with the adults involved - teacher, parents, and principal.

RULES AND REGULATIONS

A. **<u>Truancy (01-Truancy)</u>**

This is defined as the student failing to be present in his assigned class or non-class area, except by permission of staff members. When the student is referred to the office for truancy, said student is judged excused or unexcused or truant by the principal.

Consequences:

First Offense: Saturday School assignment of one (1) day.

Second Offense: Student will be issued a two (2) day Saturday School assignment.

Subsequent Offense: In-school detention

B. **Tardiness (TC-tardy to class)** (by semester)

This is defined as the student failing to be present by the time stated for the particular activity to begin. Tardiness to school will be excused with a note from a parent. (This note is to be delivered to the office by 9:00 a.m. the next day).

Consequences:

Student-teacher conference; principal conference; parent contact; referral(s); detention(s); in-school detention; Saturday School; out-of-school suspension; referral to the School Attendance and Family Resource Teacher.

C. **Disciplinary sanctions regarding the sale, use or possession of alcohol or other drugs.**

The possession and/or use (including, but not limited to, consumption, inhalation, or ingestion) of any intoxicant, illegal drug, controlled drug, or use of any paraphernalia either intended or adapted for use with such substances described above, is strictly prohibited within the Drug Free School Zone. Such prohibition shall be deemed to include possession and/or use:

a. in a school building;
b. on school grounds;
c. on school provided transportation;
d. at any school sponsored activity on or off school property;
e. in any private or public transportation while with a school group or participating in or en route to/from a school sponsored activity; and
f. within the Drug Free School Zone which includes the school premises and the school building, and the area within 1000 feet of the boundaries of any school premises. Such prohibition shall be in effect before, during, and following the conclusion of the school day and any school sponsored activity.

A student who aids or assists another in committing the above infraction shall be deemed equally responsible for the offense and may receive the same consequence.

Selling, Distributing, Possession, Use or Suspected Use of any Illegal Substance Listed in the Ohio Revised Code as a Felony Will Automatically Result in a 10 Day Suspension and Recommendation for Expulsion. .

The actions set forth below shall be considered routine disciplinary measures for each category and occurrence of events and shall be administered in accordance with the policies and regulations of the Centerville City Schools.

1. **Selling or Distributing Quantities of Intoxicants, Illegal Drugs, Controlled Substances or Counterfeit Drugs (10-use/sale/distribution of alcohol/drugs (non-tobacco/alcohol)**

Consequences: (Board Policy ABC)

First Offense - Police will be notified of the incident and, at their discretion, may conduct an investigation. Consultation with parents and the student emphasizing available counseling service shall be conducted. The student and parent(s) or legal guardian must attend a conference with the principal and/or the Prevention Counselor. The student shall be suspended from attending school for ten (10) days and recommended to the Superintendent of Schools for expulsion for the remainder of the semester.

Second and Subsequent Offense - Parents shall be notified immediately and the student shall be removed from school for the remainder of the day. The police shall be notified of the incident and at their discretion, may conduct an investigation. Consultation with parents and the student emphasizing available counseling service shall be conducted. The student and parent(s) or legal guardian must attend a conference with the principal and/or the Prevention Counselor. The student shall be suspended for ten (10) days and recommended to the Superintendent of Schools for expulsion for the remainder of the semester.

2. **Possession of or Use of Intoxicants, Illegal Drugs, Counterfeit Drugs, Drug Paraphernalia, other controlled substances.**

Consequences:

First Offense - Parents shall be notified and the student shall be removed from school for the remainder of the day. The police will be notified of the incident. The police, at their discretion, may conduct an investigation. Consultation with parents and the student emphasizing available counseling and/or treatment service shall be conducted. The student shall be suspended for five (5) days. The student and parent(s) or legal guardian must attend a conference with the principal and/or the Prevention Counselor. An evaluation by a licensed treatment specialist in chemical dependency may be considered prior to reinstatement.

Second Offense - Parents shall be notified and the student shall be removed from school for the remainder of the day. The police will be notified of the incident. The police, at their discretion, may conduct an investigation. Consultation with parents and the student emphasizing available counseling and/or treatment service shall be conducted. The student shall be suspended for ten (10) days. The student and parent(s) or legal guardian must attend a conference with the principal and/or the Prevention Counselor. An evaluation by a Certified Alcoholism Counselor, or a licensed treatment specialist in chemical dependency may be considered prior to reinstatement.

Third and Subsequent Offenses - Parents shall be notified immediately and the student shall be removed from school for the remainder of the day. The administration will notify the police of the incident. The police, at their discretion, may conduct an investigation. Consultation with parents and the student emphasizing available counseling and/or treatment service shall be conducted. The student will be suspended for ten (10) days and recommended to the Superintendent of Schools for expulsion for the remainder of the semester.

3. **Suspected use of intoxicants, illegal drugs, counterfeit drugs or controlled substances.**

Since mind altering substances react differently in different individuals, there are times when school officials may not be able to determine if a student shows evidence of consumption but may be aware of unusual behavior manifestations. In the interest of the student's health in such cases, the school official may request an immediate medical examination and/or an evaluation for the presence of substances through a combination of blood, urine or breathalyzer test in order to determine the student's condition. The test(s) must take place within two hours of leaving school property. If it is determined that a student shows evidence of consumption or if the request for a medical exam and/or testing is refused, the disciplinary actions as specified under the Possession and Use section of this policy shall apply. If the findings from the medical examination and/or tests are negative, no penalties shall apply.

4. **Possessing, selling, distributing or transmitting prescription medication, non-controlled prescription substances and/or over the counter substances within the Drug-Free School Zone.**

Students are to follow the “Medication Policy” and, when required, store prescription, non-prescription, and/or over the counter substances in the school clinic. Possessing, selling, distributing, or transmitting any quantities of prescription, non–prescription medication and/or over the counter substances in any form within the drug free school zone as defined below or at any school sponsored activity whether on school property or not, is prohibited at any time. The “Drug Free Zone” includes all school property (buses and vehicles) and buildings owned by the Board of Education and the area extending 1,000 feet beyond the boundaries of such property.

Consequences:

Parents may be notified and the student may be removed from school for the remainder of the day. Law Enforcement may be notified of the incident and at their discretion may conduct an investigation. Consultation with parents and the student(s) emphasizing available counseling and/or treatment may be conducted. The student and parent(s) or legal guardian must attend a conference with the principal and/or the Prevention Counselor. The student may be assigned a school detention, Saturday School, In-School Detention, and/or out-of-school suspension and could be recommended to the Superintendent of Schools for expulsion.

D. **Possession/Use/Distribution of Tobacco products (Use/poss/distribution of tobacco)**

(Board Policy JFCG)

Senate Bill 218, the Youth Tobacco Possession Bill, makes it illegal for individuals under the age of 18 years to attempt to purchase, possess, use, or order cigarettes, other tobacco products, vapor pens, vaporizing substances, e-cigarette, or papers used to roll cigarettes.

The possession, use and/or smoking of tobacco in any form, including smokeless tobacco, e-cigarettes or the possession of smoking paraphernalia such as lighters/ matches, pipes, and/or rolling papers in any area or transportation under the control of the Centerville School District or any activity supervised by the Centerville School District is prohibited. The prohibited area includes all Board owned or leased property as well as the Drug Free School Zone which includes the school premises, the school building, and the area within 1000 feet of the boundaries of any school premises. A student who aids or assists another in committing the above infraction shall be deemed equally responsible for the offense and may receive the same consequence.

Consequences:

If students are in violation of the tobacco policy as set forth in the preceding paragraph, the following regulations will be followed:

First Offense - Any student in violation of the above policy shall be given a minimum two-day (2) in-school detention, referral to the local law enforcement agency plus any additional disciplinary action deemed appropriate by the building principal. This action shall be accompanied by counseling with the student and student's parents.

Second Offense - Any student in violation of the preceding policy for a second time shall be suspended out-of-school for a minimum of three days (3), referral to local law enforcement agency plus additional disciplinary action as deemed appropriate by the building principal. This action shall be accompanied by further counseling and some type of treatment, such as the Kettering Medical Center, will be suggested to the student and parent/guardian.

Third Offense - Any student in violation of the preceding policy for a third or subsequent time shall be suspended out-of-school for a minimum of five days (5), referral to the local law enforcement agency plus any additional disciplinary action as deemed appropriate by the building principal. (Repeated violations can lead to a request for school expulsion for the remainder of the semester.)

E. **Use, Sale, or Possession of Explosives or Weapons (06-Use/poss/distribution of a firearm) (07-Use/poss/distribution of explosive gas)**

Possession, sale, distribution or discharging of fireworks (explosive and non-explosive), firearms, or knives, or any item which could inflict bodily harm or create a disruption in a school building, on school property, or at any school related activity or directed toward any school property is prohibited. Students are also forbidden from carrying or bringing to school objects which are indistinguishable from firearms whether or not the object is capable of being fired. All explosives or weapons will be confiscated by the office and will not be returned to the student.

Consequences:

Penalties include a one-year expulsion and police notification. The superintendent may reduce the one-year expulsion on a case-by-case basis pursuant to Board Policy JGE.

F. **Arson, unauthorized use of fire, setting off false fire alarms, filing false emergency reports, tampering with fire equipment or bomb threats (14-false alarm bomb threat)**

Consequences:

Penalties may include out-of-school suspension with the option of police notification, with possible recommendation for expulsion to the superintendent.

G. **Plagiarism**

Defined as, to steal or pass off (the words of another) as one's own: use (a created production) without crediting the source. This includes handwritten, typed, and or computerized materials.

Consequences:

Student/teacher conference; parent involvement; no credit for the assignment, plus the option of detention and/or Saturday School.

H. **Dress Code (DC)**

Students shall dress in a manner that ensures the health, welfare and safety of the student body and enhances a respectful, positive and nonviolent school atmosphere. In accordance with state health standards, shoes must be worn at all times. Distracting or unsafe attire on the part of the student, as judged by the Principal, will be dealt with individually. Examples of unacceptable attire include:

- halter/tube tops, tank tops (dresses of like nature)
- no head apparel including hats, headbands, scarves, etc., unless pre-approved by the principal for medical/religious reasons
- length of skirt and shorts are to be appropriate length for school
- sunglasses
- unbuttoned shirts and bare midriffs (tops must meet bottoms)
- any visible undergarments and any ill-fitting attire
- any article of clothing or jewelry which displays, depicts, or promotes alcohol, drug or tobacco materials, violence or sexual innuendo, is prohibited during the school day and at school sponsored activities.

(On first offense, students will be given the opportunity to remedy the situation.)

Consequences:

Student-teacher conference; principal conference; student requested to change into appropriate clothing; parent contact; detention(s), Saturday School, and for repeated disregard of the dress code, out-of-school

suspension.

I. **Inappropriate Display of Physical Affection**

Acts of physical affection as determined by the principal are prohibited.

Consequences:

Student-teacher conference; principal conference; parent contact; detentions(s), Saturday School, and for repeated infractions, out-of-school suspensions.

J. **Membership in a Secret Society**

Membership in a secret society, (fraternities, sororities, gangs) is forbidden, whether or not the society exists wholly or partially in school. Symbols of such membership are also prohibited.

Consequences:

Student-teacher conference; principal conference; parent contact, detention(s), Saturday School, out-of-school suspension, possible recommendation for expulsion to the Superintendent; police involvement.

K. **Hazing or Threatening Others (19-Harassment/intimidation)**

Hazing or threatening is defined as persecuting, threatening or harassing others including degrading actions/comments towards others. Students shall not engage in hazing or threatening behavior which injures, threatens, degrades or disgraces another person either by action or comment. Instances of threats, harassment, hazing, bullying and/or intimidation that occur outside of school but materially or substantially disrupt the educational environment and/or discipline of the school will result in the following consequences. Such expressions may be in written, electronic, verbal, or behavioral form. Any disruption caused by social media that is an indirect or direct threat to the school community shall result in school consequences. *Consequences will also be assigned to students who make false reports.

Consequences:

Student-teacher conference, principal conference; parent contact; detention(s), Saturday School, in-school detention, out-of-school suspension; referral to the superintendent for expulsion and police involvement.

L. **Sexual Harassment (21-Unwelcome sexual content)**

All students have a right to a school environment free of discrimination which encompasses freedom from sexual harassment. Sexual harassment is defined as any unwelcome sexual advance, request for sexual favors, or other verbal, written or physical conduct of a sexual nature which interferes with a student's educational or co-curricular performance by creating an intimidating, hostile, or offensive environment.

Any student who feels he/she has been sexually harassed should contact the principal or have his/her parent/guardian contact the principal who will have the complaint investigated. The privacy of the charging party and the privacy of the person accused of sexual harassment will be protected as much as possible.

Consequences:

Student-teacher conference; principal conference; parent contact; detention(s); Saturday School; out-of-school suspension, referral to the superintendent for expulsion, police notified.

M. **Disobedience/Disrespect (DSR – disrespect) (18-Disobedient/disruptive behavior)**

Willful disobedience/disrespect and/or open defiance of school personnel acting in their official capacity. A student who aids or assists another in committing the above infraction shall be deemed equally responsible for the offense and may receive the same consequence. Failure to comply with a reasonable search will be considered defiance.

Consequences:

Student-teacher conference; principal conference; parent contact; detention(s), Saturday School, and for repeated infractions, out-of-school suspensions, referral to the superintendent for expulsion, police notified.

N. Disruption (DIS- disruption)

Students should be aware of the behaviors that members of the school community normally follow in the pursuit of their responsibilities. Consequently, it is felt that to attempt to list all instances of infractions of this rule is not needed, but some examples are as follows: excessive noise, non-verbal distractions, intentional disruption, interfering with the disciplining of another student and social media.

Consequences**:**

If unable to obtain a satisfactory change in behavior the teacher may assign a detention and/or refer the student to the principal. The principal may assign detention, Saturday School, and/or remove the student from the classroom. In extreme or repeated cases the principal may assign an in-school detention or out-of-school suspension and referral to the Superintendent of Schools with recommendation for expulsion; police involvement.

***** Disruptions such as bomb threats, smoke bombs, firecrackers and weapons are included in Sections E and F.

N2. Disruption/Personal Communication Devices/Cell Phones/Electronic Devices

For purposes of this policy, "personal communication device" (PCD) includes computers, tablets (e.g., iPad-like devices), electronic readers ("e-readers"; e.g., Kindle-like devices), cell phones, smartphones (e.g., iPhones, Android devices, Windows Mobile devices, etc.), and/or other web-enabled devices of any type.

In an effort to align with new state legislation barring PCD use in schools, having a personal electronic device at school is highly discouraged. It is the sole responsibility of the student and the parent to provide for the security of their PCD. PCDs may not be used between the hours of 8:50 am and 3:35 pm during the school day. PCDs are permitted for communications after dismissal at 3:35 pm once students have left the school building. PCDs must be turned off and in lockers or backpacks during the school day.

The office phone is available for student use in emergency situations.

We recognize that this will be an adjustment for some students, so we will spend the half of the first quarter training and enforcing this expectation. Students who have their PCD on their person or in use during school hours will be reminded of the expectation and asked to store their PCD in their lockers.

Following the midterm of the first quarter, any visible PCD will be confiscated immediately by the staff.

PCD confiscated will be turned into the office, and the following protocol will take place:

First offense: PCD returned to student at the end of the day

Second offense: PCD will remain in the office for parent pick up

Third offense: PCD will remain in the office for parent pick up and one of the following: Student-teacher conference; principal conference; behavior referral; detention.

Students may use PCDs before and after school as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after school activities (e.g., extra-curricular activities), or at school-related functions.

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

EXCEPTION

Nothing in this policy prohibits a student from using a PCD for a purpose documented in the student's individualized education program developed under Chapter 3323 of the Ohio Revised Code or a plan developed under section 504 of the "Rehabilitation Act of 1973," 29 U.S.C. 794. Except in rare circumstances, exemptions are reserved for documented medical needs. For any questions regarding exemptions, contact the building principal.

O. **Physical, verbal, and non-verbal abuse of another person (03-Fighting) (22-Serious bodily injury)**

Abuse of any person on school premises or a school sponsored or supervised activity is prohibited--examples: fighting, hitting, personal injury, assault, pushing, improper physical contact, gesturing, mimicking, name calling, etc. This includes any form of racial, religious, national origin, sexual orientation or disability based harassment.

Consequences:

Student-teacher conference; principal conference; parent contact; detention(s); Saturday School; suspension of up to ten (10) days out-of-school and referral to the superintendent with recommendation for expulsion; police involvement.

P. **Dishonesty (DH – dishonesty) (P- plagiarism)**

All forms of dishonesty, including lying, cheating, altering and/or use of school documents with intent to defraud. Examples: forging passes, the use or possession of forged passes, signatures, notes; copying assignments, and lying. (Also see "plagiarism" section G).

Consequences:

Student-teacher conference; principal conference; parent contact; detention(s) Saturday School, out-of school suspension, referral to the superintendent for expulsion; police involvement.

Q. **Theft/Receiving Stolen Property (OS-theft/stealing)**

Theft is defined as any act of stealing or unlawful taking of property. Any student who commits or assists in committing any act of theft or attempts any act of theft against a member(s) of the school community, while on any school property, shall be deemed in violation of this policy.

Any student in receipt of stolen property, which is the result of an act of theft, shall also be in violation of this policy and will be subject to disciplinary sanctions. A student who aids or assists another in committing the above infraction shall be deemed equally responsible for the offense and may receive the same consequence.

Consequences:

Student-teacher conference; principal conference; parent contact; detention(s); Saturday School assignment; up to ten days (10) out-of-school suspension; notification of police; work detail; referral to superintendent for expulsion; restitution and parent notification.

R. **Vandalism (04-vandalism)**

Vandalism or damage to the school premises or damage of property to a member of the school community on or off school property. Any student who aids or assists another in committing the above infraction shall be deemed equally responsible for the offense and may receive the same consequence.

Consequences:

Student-teacher conference; principal conference; parent contact; detention(s); Saturday School assignment; up to ten (10) day out-of-school suspension; notification of police; work detail; referral to superintendent for expulsion; restitution and parent notification.

S. **Use or display of vulgar or unacceptable language, symbols or gestures in a verbal, written, or action form** (Also see "Dress Code" section H)

Consequences:

Student-teacher conference; principal conference; parent contact; detention(s), Saturday School; out-of-school suspension; referral to superintendent for expulsion.

T. **Demonstrating Unusual Behavior (DUB – demonstration unusual behavior)**

Any unusual, observable behavior demonstrated by a student will be referred to the principal who will make a decision concerning the student's ability to effectively function in the school environment.

Consequences:

Student-teacher conference; principal conference; parent contact; detention(s), Saturday School; out-of-school suspension; referral to the school nurse; referral to the Guidance Counselor.

U. **Students entering secured areas by unnatural means (TRES – trespassing)**

Entering the building or a secured area by an unnatural means is prohibited. A student who aids or assists another in committing the above infraction shall be deemed equally responsible for the offense and may receive the same consequence.

Consequences:

Student-teacher conference; principal conference; parent contact; student will be allowed on school grounds only during school hours; detention(s); out-of-school suspension with possible referral to the Superintendent for expulsion; referral to police for breaking and entering.

V. **Unexcused absence from assigned area/activity (ABS – unexcused absence)**

Out of assigned area without a pass

Consequences:

Student-teacher conference; principal conference; parent contact; detention(s); Saturday School assignment; out-of-school suspension up to five (5) days.

W. **Computer misuse or computer tampering (W-computer misuse/tampering)**

See the policy relating to the networked computer system

Consequences:

Student-teacher conference; principal conference, parent contact/notification, detention, Saturday School, restitution for costs involved in restoring the integrity of the network and/or individual computer workstations, suspension, recommendation for expulsion to the superintendent. Students may only use the network operating system. Accessing network, teacher or other students' files, creating classes, the unauthorized use of DOS, or the use or installation of non-school owned programs will place the student in the suspension/expulsion category of the consequence list.

X. **Continued disregard for school rules, regulations, and accumulation of excessive behavior referrals (ABR – accumulation of behavior referrals) (DEF – defiance)**

Consequences:

Student-teacher conference; principal conference, parent contact; detentions(s) Saturday School, out-of-school suspension with possible referral to Superintendent for expulsion.

Y. **Failure to serve Detentions, Saturday School or In-School Detention (F – failure to serve detention, SS, etc.)**

Consequences:

Principal conference, parent contact, additional assignment of detentions, Saturday Schools, In-school detentions, out-of-school suspension with possible referral to the Superintendent for expulsion.

CENTERVILLE CITY SCHOOLS SUSPENSION POLICY

When a student's behavior conflicts with the Middle School Code of Conduct, the staff members attempt to resolve the problem before resorting to suspension. Most suspensions are the result of an accumulation of discipline code violations. Some discipline code violations are serious enough to warrant immediate suspension. The violations are noted in the district discipline code.

There are two primary types of suspension: in-school detention and out-of-school suspension:

l. In-school detention - The student is not permitted to attend classes or other activities during the school day. The building principal may limit attendance in participating in after-school activities for the duration of the in-school detention. The student may obtain assignments and will receive credit for all work completed as well as the opportunity to make up any missed tests within a time limit established between the teacher and the student.

2. Out-of-school suspension - The student is not permitted to attend classes. The student is not permitted to be on school property unless requested by the principal. The student is permitted to make up assignments or tests. The student will receive credit for any work completed during the period of suspension.

3. Other suspensions - Students may also be suspended from bus privileges and/or from co-curricular activities for up to one (1) full school year as a consequence for misconduct.

Suspension/Expulsion Appeal Procedure

Sections 3313.66, 3313.661 and other applicable sections of the Ohio Revised Code will be complied with fully. (Copies are available in the principal's office upon request).

NON-DISCRIMINATION

The Centerville City School District affirms that no person shall, on the basis of race, color, national origin, sex and disability be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity conducted under its auspices. Inquiries concerning the application of this policy may be referred to the superintendent or designated coordinator. This policy shall be incorporated into all Board policies concerning school employees and students.

The Board designates: Director of Student Services
Section 504 Coordinator (disability)
Title IX Coordinator (sex)
Title VI Coordinator (race, color, and national origin)

Complaints should be referred to:
Director of Student Services
Centerville City Schools

111 Virginia Avenue
Centerville, Oh 45458

Legal Refs: Civil Rights Act of 1964, as amended in 1972, Title VI, Title VII
Executive Order 11246, 1965, as amended by Executive Order 11375
Equal Employment Opportunity Act of 1972, Title VII
Education Amendments of 1972, Title IX (P.L. 92-318)
45 CFR, Parts 82, 86 (Federal Register June 4, 1985, August 11, 1975)
Public Law 93-162 (section 504)

TITLE IX AND SECTION 504 GRIEVANCE PROCEDURES

PREAMBLE

Alleged Discrimination Grievance Procedure:

In accordance with the U.S. Department of Education and the Ohio Department of Education, Office for Civil Rights (OCR) Guidelines, any student/professional staff, e.g. teachers, counselors, or supervisors who believe that the Centerville City School district or any school official has inadequately applied the principles and/or regulations of Title VI of the Civil Rights Act of 1964 (race, color, national origin), Title IX of the Education Amendment Act of 1972 (sex/gender), Section 504 of the Rehabilitation Act of 1973 (disability, e.g., Special Education and Orthopedic), or the Age Discrimination Act of 1975, as amended, 20, U.S.C. et.seq., which prohibits discrimination on the basis of age in educational programs receiving financial assistance, she/he may file a complaint which shall be referred to as a formal grievance.

It is recommended that the grievant attempt to solve the alleged discrimination complaint informally at the principal/supervisor level within five (5) days of the date the incident occurred. However, if the alleged discrimination complaint cannot be solved informally, the following formal procedure shall be followed:

Step 1

An alleged informal discrimination grievance complaint should first be made to the principal or immediate supervisor within ten school days of date incident occurred. At Centerville High School the complaint should be filed with the unit principal and if not resolved then be filed with the coordinating principal.

Step 2

If not resolved at Step 1, the decision may be appealed to the district's Title IX and or Section 504 Coordinator within five school days.

Step 3

If not resolved at Step 2, the decision may be appealed to the district's Superintendent who functions as the final mediator at the local level.

Title IX/Section 504 Coordinator:

Director of Student Services
Centerville City Schools
111 Virginia Avenue
Centerville, Oh 45458 (937) 433-8841

Step 4

If not resolved at Step 3, the decision may be appealed by the complainant to the Office for Civil Rights, U.S. Department of Education, 55 Erieview Plaza, Room 300, Cleveland, Ohio 44114-1816.

Note: Parents/guardians do not have to be present at the informal complaint meeting with the principal/supervisor. However, parent(s) and/or guardian(s) must be present for youths under age 18 at all levels of the formal alleged discrimination process.

SCHOOL RESOURCE OFFICER (SRO)

Following tragic school violence incidents in 1999, the Centerville City Schools entered into cooperative agreements with the local law enforcement agencies to provide School Resource Officers in schools. School and law enforcement officials have developed a beneficial, cooperative working relationship to enhance school safety.

The School Resource Officer is in school to assure the peaceful operation of school-related programs. The School Resource Officer is, first and foremost, a police officer and must fairly and consistently enforce laws. With regular attendance in schools, the officers have become more involved in student discipline and have taken action in incidents such as fights, theft and harassment, which before were just handled through school disciplinary procedures. The net effect has been a safer school environment but the punishment for misbehavior on certain offenses has increased with both the school officials and law enforcement officers (officers have read students suspected of violations their Miranda rights and contacted parents) having taken action.

School resource officers also have made presentations to classes and acted as resources to teachers. The officers, while not professional counselors have worked with students showing signs of extreme stress, anger and peer conflicts as officers have notified school officials and parents that danger signs are evident and the student needs some personal attention.

A School Resource Officer is not the school disciplinarian. It is not this individual's job to check hall passes or to enforce school dress codes or to conduct routine searches of lockers. The School Resource Officer is not there to turn the school into a "jail" of sorts by making sure students are in class on time. However, the School Resource Officer cannot turn a blind eye to violations of the law, whether the violation takes place at school or elsewhere in the community.