TROTWOOD-MADISON CITY SCHOOLS

Student Handbook & Code of Conduct

2026-2027

STUDENT NAME

Trotwood-Madison City Schools
Strategic Plan

A Message from Superintendent Marlon Howard

"At Trotwood-Madison City Schools, we believe in every student's potential. With the support of our staff, families, and community, we are turning momentum into real progress—and we won't stop until every student succeeds. This strategic plan is more than a guide. It's our commitment to equity, purpose, and opportunity for every child."

Our Mission

To graduate all students prepared to excel in a global society with a commitment to lifelong learning, ensuring a challenging curriculum, innovative staff, community participation, and state-of-the-art resources in a stimulating atmosphere.

Our Vision

100%

Student Success!

Core Principles

Student-Centered Focus

- Prepare all students for future success
- Foster academic focus, character, and leadership
- Encourage pride in school and community

Excellence in Teaching

- Support highly effective, growth-minded educators
- Promote collaboration and innovation among staff
- Emphasize the role of educators as mentors and role models

Safe & Supportive Environments

- Create safe, inclusive, and welcoming spaces
- Promote engagement, diversity, and active learning
- Equip classrooms with interactive and modern resources

High-Quality Instruction

- Deliver rigorous, engaging, and data-informed learning
- Use evidence-based practices tailored to each student's needs

Equity-Driven Operations

- Align resources to strategic goals and student success
- Ensure transparency and accountability
- Prioritize equity, access, and responsiveness to all stakeholders

Strategic Goals

Deliver High-Quality Instruction for Every Student

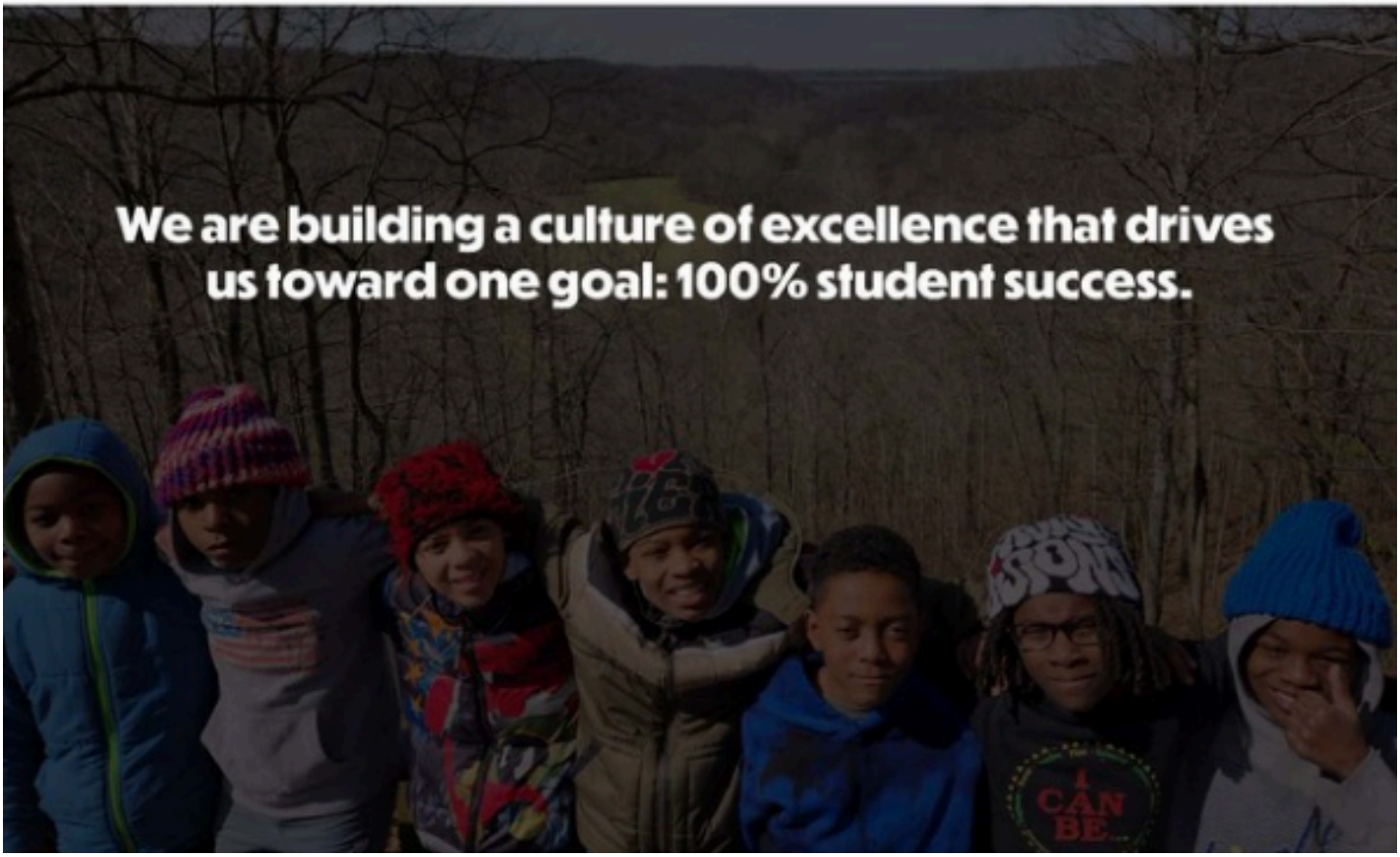
Trotwood-Madison City Schools is committed to rigorous, aligned instructional programming that supports continuous improvement, prepares students for college and careers, and addresses their social and emotional needs. Our students will leave our schools ready to think critically, solve problems, and thrive in life beyond high school.

Create Safe, Supportive, and Inclusive Learning Environments

We are building school communities where every student feels physically, emotionally, and socially safe. Our schools foster active participation, respectful communication, and strong relationships between students and staff to ensure every child feels seen, heard, and valued.

Operate with Transparency and Excellence

We will manage resources and facilities with responsibility, transparency, and alignment to student needs. Families can expect qualified staff, high-quality instructional tools, clean and safe buildings, healthy meals, and reliable transportation—all supported by sound fiscal planning and accountability.



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This student handbook was developed to answer many of the commonly asked questions that students and parents may have during the school year and to provide specific information about certain board policies and procedures. This handbook contains important information that parents and students are responsible for knowing. Become familiar with the following information and keep the handbook available for frequent reference. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal. This handbook replaces all prior handbooks and other written material on the same subjects. All board policies in their complete form can be found online at https://go.boarddocs.com/oh/tmcsd/Board.nsf/Public.

TROTWOOD-MADISON
CITY SCHOOLS

Board of Education

Sonja Cherry, President

Dionne Simmons, Vice President

LaJuana Curington

Erica Gist

Aaron Lumpkin

Central Office Administrators

Superintendent of Schools
Marlon Howard

Treasurer/CFO
Jill Adams

Executive Director of Human Capital and Business Operations
Mark Manley

Executive Director of Student Support Services
Tyrone Nadir

TROTWOOD-MADISON CITY SCHOOLS

Central Office
3594 N. Snyder Rd.
Trotwood, OH. 45426
(937) 854-3050

Early Learning Center (PK-1)
4400 North Union Rd.
Trotwood, OH. 45426
(937) 854-4511
Student Hours: 9:00-3:00 pm.

Madison Park Elementary (2-3)
301 S. Broadway St.
Trotwood, OH. 45426
(937) 854-4456
Student Hours: 9:10-3:10 pm.

Westbrooke Village Elementary (4-5)
6500 Westford Rd.
Trotwood, OH. 45426
(937) 854-3196
Student Hours: 9:20-3:20 pm.

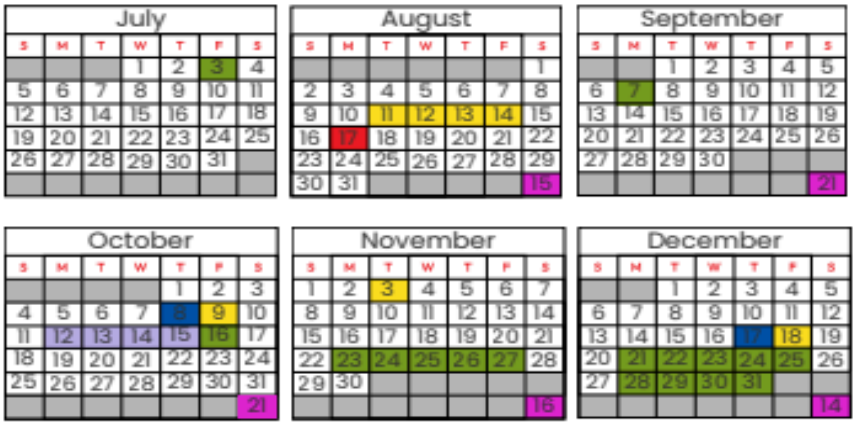
Trotwood-Madison Middle (6-8)
4420 North Union Rd.
Trotwood, OH. 45426
(937) 854-0017
Student Hours: 8:00-2:30 pm.

Trotwood-Madison High (9-12)/ Virtual Academy (6-12)
4440 North Union Rd.
Trotwood, OH. 45426
(937) 854-0878
Student Hours: 8:00-2:30 pm.

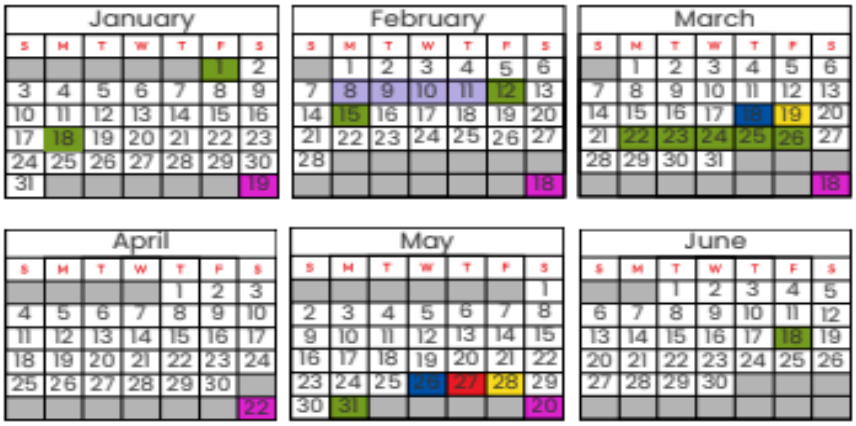
Trotwood-Madison City School District

2026-2027 District Calendar

2026



2027



JULY

3 Fourth of July (Observed)

AUGUST

11 Convocation Day
12-14 Staff PD
17 Student's First Day

SEPTEMBER

7 Labor Day

OCTOBER

8 End of Quarter 1
9 Records Day
12-15 P/T Conferences
16 Conf. Comp Day

NOVEMBER

3 Staff PD
23-27 District Holidays

DECEMBER

17 End of Quarter 2
18 Records Day
21-31 District Holidays

JANUARY

1 District Holiday
18 MLK Day

FEBRUARY

8-11 P/T Conferences
12 Conf. Comp Day
15 Presidents' Day

MARCH

18 End of Quarter 3
19 Records Day
22-26 Spring Break

APRIL

MAY

26 End of Quarter 4
27 Student's Last Day
28 Records Day
31 Memorial Day

JUNE

18 Juneteenth (Observed)

- NO SCHOOL for Students NO SCHOOL for Teachers
- NO SCHOOL for Students Teacher In-service/Workday
- First and Last Student Day
- End of Grading Period
- Parent/Teacher Conferences
- Contract Days by Month

School	Grades	Student Hours	Teacher Hours
Early Learning Center (ELC)	PK-1	9:00-3:00	8:00-3:30
Madison Park	2-3	9:10-3:10	8:00-3:30
Westbrooke Village	4-5	9:20-3:20	8:20-3:50
TMMS	6-8	8:00-2:30	7:00-2:30
TMHS	9-12	8:00-2:30	7:50-3:20

Quarter 1: 38 days
Quarter 2: 42 days
Quarter 3: 51 days
Quarter 4: 44 days

WD: 4 days
PD: 5 days

#RamNation
#StudentSuccess

Vision Statement

Our vision is 100% student success!

Mission Statement

The mission of the Trotwood-Madison City Schools is to graduate all students prepared to excel in a global society with a commitment to lifelong learning by guaranteeing a challenging curriculum facilitated by an innovative and dedicated staff, community participation and state-of-the-art resources in a stimulating atmosphere.

Our students will be...

- academically focused
- prepared for future success
- kind, respectful, & hard-working
- proud of their schools & community
- leaders & change agents

Our staff will be...

- highly effective
- proud of their school community
- role models & mentors to their students and each other
- committed to personal and professional growth
- innovative & collaborative

Our learning environments will be...

- physically, emotionally, and academically safe
- open and inviting
- productive places of learning & problem solving
- proud, vibrant & diverse
- interactive & state of the art

Our instruction and learning experiences will be...

- responsive to each and every student
- evidence-based
- rigorous & engaging
- data-informed

Our finances & operations will...

- promote equity, access & opportunity
- support each & every student's learning
- put customers and stakeholders first
- be intentionally transparent
- aligned to strategic priorities

How to Effectively Communicate with School Officials

Trotwood-Madison City Schools Office of the Superintendent

Many parent and community questions are easily and completely answered by communicating directly with the educator in charge of the class or program. Each situation should first be addressed at whatever level the initial action was taken with appeals moving on to the next level on the chain of command. Please follow the protocols below so we can provide fast, efficient service.

On matters Involving **Curriculum, Instruction, School Improvement & Special Education**

A. Classroom Teacher
B. Principal
C. Special Education Coordinator
D. Director of Curriculum
E. ED of Student Support Services
F. Superintendent
G. Board of Education

On matters Involving **Athletics**

A. Coach
B. Athletic Director
C. Principal
D. Superintendent
E. Board of Education

On matters Involving **Student Discipline**

A. Classroom Teacher
B. Principal/Assistant Principal
C. ED of Student Support Services
D. Superintendent
E. Board of Education

On matters Involving **Facilities/ Grounds/ Buildings**

A. Principal
B. Building/Grounds/Maintenance Supervisor
C. Director of Operations
D. Superintendent
E. Board of Education

On matters Involving **Transportation**

Discipline

A. Bus Driver
B. Transportation Supervisor
C. Principal
D. Superintendent
E. Board of Education

Routes

A. Transportation Supervisor
B. Assistant Superintendent of Operations
C. Superintendent
D. Board of Education

On matters Involving **Nutrition Services**

A. Building Food Service Manager
B. Supervisor of Nutrition Services
C. Director of Operations
D. Superintendent
E. Board of Education

The easiest way to communicate is via email, and a phone call is the next preferable way. Contact information such as email addresses and phone numbers can be found on the district website at *www.trotwood.k12.oh.us*.

Student-Parent Handbook Purpose
The Trotwood-Madison City Schools (TMCS) 2026-27 student-Parent Handbook and Code of Conduct was written in accordance with the policies of the Trotwood-Madison City Schools Board of Public Education and the regulations of the Ohio Department of Education.

The Student-Parent Handbook and Code of Conduct includes the rights and responsibilities of the school community, a range of disciplinary responses, and policies of TMCS. All members of the school community, including students, parents and guardians, principals, school staff, and the district office have rights and responsibilities that support a strong school community. Disciplinary responses focus on promoting positive responses, intervention strategies and the use of suspensions only as a disciplinary measure of last resort.

Handbook & Code of Conduct Principles
The 2026-27 Student-Parent Handbook and Code of Conduct is based on the vision statement, mission statement and core beliefs. These principles provide an important foundation to guide behavior, both individually and in interpersonal relationships. If students abide by these principles, the learning environment in the school will be strengthened.

The Student-Parent Handbook and Code of Conduct applies to all students including Open Enrollment and Ram Nation Virtual Academy students at all times while they are on TMCS properties during school hours, immediately before and after school, while traveling in TMCS-sponsored transportation, and at any school-sponsored event, including field trips. Students may be subject to disciplinary action by the school if their actions off-campus create an unsafe or disruptive school environment, interfere with educational purpose or constitute a threat to the health, safety or welfare of a student or students and/or school personnel.
If it is determined students have engaged in cyberbullying during non-school hours and the behavior seriously affects the climate and safety of other students in the school, the school may implement intervention or disciplinary responses included in its Student-Parent Handbook and Code of Conduct.

TMCS recognizes additional steps must be taken when students with disabilities are disciplined. The Student-Parent Handbook and Code of Conduct requires principals and school staff to follow board policies, the administrative regulations of the Superintendent of Schools, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is caused by/or had a direct and substantial relationship to a student's disability), conducting Functional Behavioral Assessments and developing Behavior Intervention Plans. TMCS is also committed to using this code fairly and without discrimination based on a student's Individualized Education Program (IEP), 504 Plan, race, ethnicity, national origin, gender, gender identity, sexual orientation or religion.

School Climate and Culture
TMCS defines school climate as the elements in a school associated with relationships, teaching and learning, physical environment and safety. Positive relationships are critical to creating a positive school climate. School leaders set the tone and expectations for the entire school community, paving the way for all members of that community to take simple, yet meaningful, steps to improve school climate.
Schools with a positive climate and culture have:

- Positive relationships with all stakeholders, parents and guardians, students, teachers and school staff
- Training and resources to resolve conflicts peacefully and respectfully, with suspensions only as a disciplinary measure of last resort
- Supports for students who are experiencing emotional crisis, trauma or serious challenges in their homes and communities
- Engaging academic and extracurricular activities for students that meet behavioral and academic needs
- Effective communication among schools, parents and communities
- Clean and well maintained environments that clearly demonstrate school pride and love of learning
- A learning environment where students and staff feel physically and emotionally safe

Trotwood-Madison City Schools

Introduction and Philosophical Basis

It is the responsibility of both student and parent/guardian to know the rules of the Student Code of Conduct and to support the fair and impartial administration of the rules. With age and maturity, students will be expected to assume greater responsibility for their actions. Students are responsible for accepting the consequences for actions that may violate the Student Code of Conduct.

The Trotwood-Madison City School District believes in restorative practices in student discipline. We take a more restorative approach to manage and respond to student behavior rather than make decisions from a zero-tolerance policy. Our vision is to create alternatives to traditional, punitive discipline, which are often exclusionary, and instead, keep our kids in school. The Trotwood-Madison City Schools Student Code of Conduct supports our schools in maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for students' social, emotional and behavior needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community.

It is the responsibility of the parent/guardian to ensure that their child behaves appropriately and demonstrates respect for all school staff, especially teachers, at all times. In turn, the district will do its part to assist students with learning from their mistakes in order to maintain a healthy culture and climate conducive to achieving positive learning outcomes. The progressive discipline structure of this Student Code of Conduct provides opportunities to intervene with students who struggle with maintaining desirable behaviors early in the process, and holds students accountable for their actions, should the behavior become chronic and/or more aggressive.

The level of discipline imposed shall be based on the severity of the misbehavior. Administrators reserve the right to upgrade the level of the offense and the severity of discipline depending on the details of the incident. Each level represents progressively more serious misbehavior and consequences.

SECTION I:

General Information

Equal Education Opportunity
Board Policy #2260

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

Complaints will be investigated in accordance with the procedures described in the Administrative Guidelines. Any student making a complaint or participating in a school investigation will be protected from retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity.

Sexual Harassment
Board Policy #3362

The Trotwood-Madison City School District will not tolerate the sexual harassment or intimidation by any staff member, student, visitor, school policy, or practice. Each school has an appointed sexual harassment officer to assist in the enforcement of this policy. *If a formal complaint is filed, it will be investigated by the Title IX Coordinator in accordance with the procedures outlined in the District's Administrative Guidelines.*

Enrollment and Withdrawal Information
Board Policy #5111, 5112, 5113, 5114, 5120, 5130

Who is eligible to enroll?

- Ohio law requires students to enroll in the school district in which their custodial parent or legal guardian resides.
- A child must be five (5) years old on or before September 30 of the year of entrance to kindergarten.
- Homeless students meeting federal guidelines may enroll under guidance of the District Liaison for Homeless Children.
- New students 18 years of age or older are not required to be accompanied by a parent when enrolling.
- A student who has a duly executed grandparent power of attorney or caretaker authorization.
- Foreign exchange students from recognized and approved student programs.
- Students approved by the Board of Education as tuition-paying students.
- Children of full-time employees who have been approved by the Board of Education.
- A student recently discharged or released from the custody of the Department of Youth Services (DYS) with appropriate documentation.

Who is not eligible to enroll?

- A student who is currently serving a suspension or expulsion at another district.
- A student whose parent/guardian does not reside in the school district

What documents are needed to enroll?

- Picture ID for parent/guardian
- Birth certificate
- Updated shot record
- Proof of residency (home purchase agreement, appropriate lease agreement, current utility bill (AES Ohio or Center Point)
- Withdrawal from previous school
- Proof of custody (if applicable)

Presenting a false record or falsifying records is an offense under Section 37.10, Penal code, and enrollment of the child under false documents subjects the person to liability for tuition or other costs. TEC Sec. 25.002(3)(d).

What do I do if my address or telephone number changes after my child has enrolled?

- Parents are REQUIRED to immediately update Final Forms with any new information regarding residence.

In the event we are unable to make contact with designated emergency contact persons, Trotwood Police may be contacted for assistance.

How are classroom schedules/assignments made?

- The Principal will assign each student to the appropriate classroom or program.

What is the procedure for withdrawing from school?

- Parent/guardian notifies the school office of intent to withdraw
- All bills and fees must be paid
- Picture ID for parent/guardian
- All school property must be returned before the student's last day

Progress report will be sent home with the student or mailed to the new school with other records if all bills/fees are current.

What if I still owe bills or fees and I withdraw my child?

- No official transcript will be issued and sent to the new school.
- State testing records will be sent to the new school.

Medical Information
Board Policy #5310, 5320, 5330, 5341, 8450

What is an Emergency Medical Authorization and why is it required?

- The form that tells the school what you want done for your child should they become injured or a medical emergency occurs.
- The form is required by Ohio law to be completed annually.
- The form must be on file with the school by September 4 or the student cannot continue to attend school.
- It is provided at the time of enrollment and at the beginning of the year (form 5341F1-see sample in Addendum 4).
- Students will not be allowed to participate in any activity off school grounds without an Emergency Medical Authorization on file.

What are the immunization requirements?

All students grades Pre-K-12 must be current on poliomyelitis, varicella (chicken pox), diphtheria, pertussis, tetanus (DPT), measles, mumps, rubella (MMR), and hepatitis B immunizations. In addition, students who attend kindergarten must have two doses of varicella (chicken pox). Students who enter the 7th grade must have a Tdap booster. MCV4 7th and 12th grades. If the student does not have the necessary immunizations or an authorized exemption, they may be excluded from school until they have been completed. See **Ohio immunization Summary for School Attendance 26-27**

Can my child take prescription medication at school?

- Yes, under strict guidelines.
- Forms #5330-F1 (see samples in Addendum 4) must be completed by the parent and the physician/licensed health care professional authorized to prescribe drugs, annually prior to administration or with medication changes.
- Medication must be delivered to the school office by the parent/guardian in the original container properly labeled. Students may not transport medication on the school bus.
- Medication will be secured in the office unless the physician has indicated it is for an emergency allergic reaction or is an asthma inhaler (Form #5330-F3).
- Each administration of medication will be logged by the person administering the medication.
- Parents shall have sole responsibility to instruct their child to take the medication at the scheduled time.
- Remaining medication must be picked up when discontinued or at the end of the year. Unclaimed medicine will be destroyed by school personnel.

Can my child take nonprescription medication at school?

Yes, under strict guidelines. Form #5330-F1 a must be completed by the physician/licensed health care professional authorized to prescribe drugs and parent/guardian. Medication will be secured in the office. Medication may not be shared or distributed to other students. Distribution of medication of any kind will be a violation of the School's Code of Conduct and will be disciplined in accordance with the drug-use provision.

How does the school control the spread of communicable disease?

- A student may be removed or isolated if he/she has been ill or exposed to a communicable disease.
- Upon return to school, the student must check in at the clinic prior to being admitted to the classroom.
- When appropriate, the Montgomery County Public Health Department may advise the school on proper measures to control the spread of communicable diseases.
- Students are expected to take precautions to follow universal procedures in order to reduce risks and minimize and/or prevent the potential for accidental infection.

What happens if my child becomes ill or injured while at school?

- Minor injuries will be treated in the clinic and the student will be returned to class.
- If medical attention is required, the Emergency Medical Authorization instructions will be followed.
- If a child becomes ill at school, he/she will report to the office. The parent will be called if necessary.
- A child with a temperature of 100, vomiting, or showing other signs of illness will be sent home.
- The child should remain at home until he/she is temperature free for 24 hours without use of Tylenol, aspirin, etc.
- Upon return to school, the student must check in at the clinic prior to being admitted to the classroom.

Student Safety
Board Policy #5340, 7440, 8400, 9150

Student safety is the responsibility of both students and staff. We have installed cameras and video equipment to monitor our buildings, buses, and grounds. The purpose of this equipment is to assist the school in providing a safe and secure environment for its students, staff and general public. The school reserves the right to use tapes in disciplinary occurrences. Observation of video from cameras shall be done only by those who are authorized to view student records and in accordance with board policy.

How does the school prepare for disasters?

- Fire drills are held monthly in each building.
- Tornado drills are held monthly during tornado seasons.
- Crisis drills are held periodically.
- All staff members are familiar with emergency procedures such as fire and tornado drills and accident reporting procedures.

What measures are in place to ensure the safety of my child?

- All doors are kept locked
- Visitors may only enter and exit the building through the main entrance.
- All visitors/parents must stop in the office for a pass and sign in and out.
- Parents must obtain a pass in order to accompany their child to the classroom.
- Students may not bring visitors to school without prior written permission from the principal.
- Staff is expected to question people in the building whom they do not recognize and who are not wearing a building pass, and to question people who are "hanging around" the building after hours.
- Students and staff are expected to immediately report to a teacher or administrator any suspicious behavior or situation that makes them uncomfortable.
- Adult staff members are used to enforce safety rules before and after school.
- Cars may not park in the fire lanes (along the curb in the front and the rear of the building). Those found to be in violation are subject to ticketing by the Trotwood Police and/or Fire Department.
- Students are not allowed to open the door for anyone.
- Classroom visits must be scheduled in advance with the building principal. The principal will accompany parents to classrooms for the scheduled observation. All observations will not exceed 15 minutes.

Stay Safe, Speak UP!

This program is designed so that students, parents, staff, and community can report situations which contain threats and/or illegal activity that could harm children in our school. The program allows communication on issues that would have previously gone unreported, resulting in the reduction of wrongdoing and school abuse.

Any facts, remarks, or actions that could jeopardize the safety of our children, staff, or school should be reported. The following are examples may include:

- Abuse (Physical or Mental)
- Alcohol/Drugs/Tobacco
- Bullying/Harassment/Intimidation
- Discrimination
- Hacking/Cyber Crime
- Health Concerns
- Suspicious Behavior
- Violence (Teen Dating Violence/Fighting)
- Theft
- Threats (Bomb, Physical, Other)
- Talk of Suicide/Self Abuse
- Vandalism
- Weapons/Dangerous Items

To make a report go to the following web address:

https://staysafespeakup.app/Welcome/district/RAMS

Your issue will then be investigated by our district and appropriate action will be taken. To ensure your information is sufficient, please give names, times, and event details which you feel we should know. Please try to provide as much information about the situation as possible. Remember, this service is for the safety of everyone. Students are on the frontlines at school and can help prevent small issues from becoming large problems. **Stay Safe. Speak Up!** equips students with the tools they need to report safety concerns.

Students With Special Needs
Board Policy #2260.01, 2460, 5111.01

Students with Disabilities

What is the definition of a disability and how is it determined?

- Based on the Americans with Disabilities Act (A.D.A.) and Section 504 of the Rehabilitation Act, a person with a disability is anyone who:
    - has a mental or physical impairment that substantially limits one or more major life activity;
    - has a record of such an impairment; or
    - is regarded as having such an impairment.

What is the District's responsibility?

- To find students who have a disability.
- To review and assess the student to determine if they are eligible for services.
- To provide access to appropriate educational accommodations if the child is determined to be eligible.

Parent involvement in this procedure is important and required by Federal (IDEIA), A.D.A. (Section 504) and State law.

Contact Tyrone Nadir at (937) 854-3050 to inquire about evaluation procedures, programs, and services.

Homeless Students

What can I expect if I am a homeless student?

Under the homeless child and youth law a student will:

- Be provided with a free and appropriate public education in the same manner as other students served by the District.
- Be eligible to receive transportation services.
- Be allowed to receive additional educational services if eligible.
- Receive meals under school nutrition programs.
- Not be denied enrollment based on lack of proof of residency.

Protection and Privacy of Student Records
Board Policy #2416, 8310, 8315, 8330, 8350

The school district maintains many student records including both directory information and confidential information. Except in limited circumstances as specifically defined in state and federal law, the school district is prohibited from releasing confidential education records to any outside individual or organization without the prior written consent of the parents, or the adult student, as well as those individuals who have matriculated and entered a postsecondary educational institution at any age.

There will be occasions during this school year when your student and/or their class may have photographs and/or videos taken of them during various activities. Although these reproductions may be viewed on the web site via internet access, the student's name will not be used, nor will Trotwood-Madison City Schools authorize the release of photographs/ videos for commercial gain.

If you do not want to grant permission for these reproductions to be used, written notification must be provided to the school.

What is included in directory information?

- The student's name, address, and telephone number.
- The student's date and place of birth.
- The student's major field of study.
- The student's participation in officially-recognized activities and sports.
- The student's height and weight, if a member of an athletic team.
- The student's dates of attendance, graduation, or awards received.

Who can be provided directory information?

- Directory information can be provided upon request to any individual, other than a for-profit organization.
- The Board will provide access or release directory information to armed forces recruiters.
- Parents may refuse to allow disclosure of this information upon completion of the form provided to your student at the beginning of the school year.

Instructions on how to prohibit release may also be found in the Board's annual Family Education Rights and Privacy Act (FERPA) notice located in the Staff and Student Services.

What about the other records of my student?

Contact Tyrone Nadir in writing to request, review, or amend a record. An appointment with the appropriate person will be provided.

Parents and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520
www.ed.gov/offices/OM/fpco

Student Fees and Fines
Board Policy #2520, 6152

Will there be charges associated with my student's education?

- Students will be provided necessary textbooks for courses of instruction without cost.
- Trotwood-Madison City Schools charges specific fees for some activities and materials used in the course of instruction at the High School level only (see page 24).
- Charges may also be imposed for loss, damage or destruction of school apparatus, equipment, musical instruments, library materials, textbooks, and for damage to school buildings or property.
- Students using school property and equipment can be fined for excessive wear and abuse of the property and equipment.
- If a student damages or loses school property, the student/parent will be required to pay for the replacement or repair.
- If damage or loss was intentional, the student will be subject to discipline according to the Student Code of Conduct.
- Students can avoid late fines by promptly returning borrowed materials.
- Failure to pay fines, fees, or charges may result in the withholding of grades and credits.

Fees may be waived for those students who qualify for fee waivers (forms are available in the office). The waiver does not apply to extracurricular activities and student enrichment programs that are not a required part of a course of instruction. Please contact the building secretary for a fee waiver.

- We will bill students quarterly for current fees and for unpaid fees from prior years.
- Students must be current on quarterly fee payments to participate in field trips, dances, and special events.
- We add a charge for a cap and gown to all 4+ year students.
- All accounts payable to the District must be cleared by the published deadlines or prior to the last school day in June, whichever comes first.
- Graduation tickets or items from vendors for seniors will not be issued until all financial obligations have been met.
- Failure to pay fines, fees, or charges may result in the withholding of grades and credits.
- Seniors will not be permitted to participate in senior activities, including graduation.

School Cancellation

How will I know when school is canceled?

- Information will be released to local radio and TV stations. Our District will be listed as Trotwood-Madison City Schools.
- Notification will also be provided by the district's automated telephone messaging system and through the district approved communication system

Lockers

Where should books and personal items be kept?

All students will be assigned a locker. Lockers remain the property of the school board and periodic inspections will be made without notice. Students are to use only the locker assigned to them and are not to share a locker with a friend. All personal items and books, when not in use, are to be kept in lockers. Students are not to tamper with another locker or give their combination to another person.

Lost and Found

What do I do if my student loses something?

- A lost and found area is located in each building. Students should check there for missing items.
- The School cannot be responsible for lost items.
- Unclaimed items will be donated to charity at the close of the quarter.

Contacting Your Student

How can I contact my student should the need arise?

- Parents may contact the office during school hours.
- Office phones may not be used for personal calls except in an emergency (to be determined by the Principal).
- Parents may leave a message for their student during school hours.

Nutrition
Board Policy #8500, 8531

What are the specific guidelines associated with the breakfast and lunch programs?

- Trotwood-Madison participates in the USDA National School Lunch Program (NSLP), providing breakfast and lunch to every student.
- Starting in the 13-14 school year, Trotwood enrolled in what is called the Community Eligibility Program (CEP).
- CEP provides breakfast and lunch to all students (regardless of income) at no cost.
- The district no longer requires the use of free and reduced income applications.

Breakfast

- Each student is allowed one breakfast.
- Elementary level students (ELC included) that eat breakfast in the classroom are served breakfast as one unitized meal.
- Middle School and High School students may be able to refuse one component depending on the offerings for that day.
- Any unwanted items can be placed on a share table/location and offered to students who may want seconds.
- Effective July 1st 2014, every breakfast counted must include a fruit.

Lunch

Each student is allowed one lunch. A lunch option called Offer vs. Serve is available in all buildings that allow students to select items they want rather than take all of what is offered that day. Students receiving a lunch in all buildings must take at least three (3) or more of the (5) components offered but may take all (5) if desired. Those bringing a lunch from home may buy milk, juice and extra items available for purchase at the register. All students are expected to remain at school during the lunch period. Students may not bring pop or fast food for lunch.

Trotwood Nutrition Services is happy to offer mypaymentsplus.com as a way to put money on a student's lunch account to pay for extra items as well as a way to see a history of those purchased items. For questions regarding the website and user support, please contact mypaymentsplus.com directly.

Menus are updated monthly and are posted to the district website as close to the beginning of each month as possible. Items on that menu are subject to change due to shortages and other unforeseen circumstances.

Contact Nutrition Services, at (937) 854-3050 Ext. 1120 with any questions, comments or concerns.

What should I do if my student has a food allergy or sensitivity?

Parents of students who have special food-related problems are asked to contact the building office staff or they may bring lunch. Also, note that this information should be indicated on the final forms and updated if medical needs change.

Dress Code
Board Policy #5511

What is the dress code for the school?

Student uniforms should be clean and in good repair. Uniforms should fit the student. Key chains, large costume jewelry, caps, sunglasses, pagers/beepers, cell phones, etc. are not allowed to be displayed on the uniform. The building administrator always has the authority to regulate student dress. Students will wear an appropriate uniform while on school grounds for class and all school functions unless otherwise notified.

The uniform follows the listed guidelines:

- All students in PreK - 5th grade wear black pants and a red shirt.
- Students in 6th - 8th wear khaki pants and their coordinating class color: 6th is red, 7th is white, and 8th is black.

Pants	Trousers, shorts, skirt (mid-thigh), skort (knee length), and jumper
Tops	Plain shirt/blouse with collar, turtleneck or T-shirt may be worn under the uniform shirt/blouse
Sweaters or Sweatshirts	Plain cardigan or sweater vest—must be of sweater material, crew neck plain sweatshirt
Shoes	Must be hard sole, flat, and completely enclosing the foot (no sandals, flip flops or Crocs)
Hats/Caps	No head covering unless for religious purposes

The TMCS Board of Education recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools. Students have the right to dress in accordance with their gender identity, within the constraints of the dress code promulgated by the school.

Note: The school reserves the right to determine what appropriate dress is and can remove and/or provide the necessary clothing article needed for your child to be in compliance with our dress code policy.

SECTION II:

Academics

Field Trips
Board Policy #2340

What are field trips and what are the requirements for participation?

- Field trips are academic activities that are held off school grounds.
- Prior to any field trip, a note is sent home with each student describing the trip and explaining any fees involved.
- No minor student may participate without parental consent and a current emergency medical form on file.
- Students who violate school rules may lose the privilege to go on field trips.

What are the rules that apply to field trips?

- The Student Code of Conduct applies to all field trips.
- Attendance rules apply to all field trips.
- Medications approved for administration at school will be administered while on field trips.
- Alternative assignments will be provided for any student whose parent does not give permission for the student to attend.

Evaluation
Board Policy 5420

How will I be able to keep up with my student's academic progress?

Parents will be provided information on a regular basis and whenever concerns arise using multiple methods. Many times it will be the responsibility of the student to deliver the information. The school may use the mail or hand deliver when appropriate. Parents have the option of receiving communication via e-mail or the district approved communication tool and/or by providing a note to the office. Parents may access Progress Book through the district web site at www.trotwood.k12.oh.us. Access information is provided by the school.

Academic progress conferences (parent-teacher) will be held at least twice during the school year. All parent-teacher conferences shall be scheduled in advance in accordance with the dates outlined on the school calendar.
At the high school level, conferences will be held on a first-come, first-served basis during designated conference times. Due to the number of students and limited availability, wait times may occur, and conferences may be limited in duration to ensure all families have an opportunity to meet with teachers. Report cards are sent out quarterly to inform parents of student progress. Interim reports will be issued during the middle of each quarter. Should you need to talk to the teacher about your student's progress, please call to schedule an appointment to prevent interference with classroom instruction.

- In order to receive credit for a semester class, you must have a minimum 1.0 GPA for that course.
- Credits for classes passed are posted at the semester for semester classes and at the end of the school year for year long classes.
- A system of grading will be devised for each quarter by the teacher, based upon projects, written assignments, tests, participation, and other requirements, being completed satisfactorily at the end of each quarter.
- You have the responsibility to contact the teacher for making up missed assignments, reports, and tests.
- You have the responsibility to complete missing work during suspensions
- If you have an excused absence, you have the same number of days to complete work for which you are absent.
- If you believe a grade is incorrect, you must indicate this in writing to the building principal within two (2) weeks of grade cards being distributed.

Grades 2-12 Grading Scale

Percentage	Letter Grade	Explanation
97-100	A+	Student has mastered or exceeded learning objectives.
93-96	A	
90-92	A-	
87-89	B+	
83-86	B	Student has mastered or is very close to mastering the learning objectives.
80-82	B-	
77-79	C+	
73-76	C	Student still needs to work toward mastering the objectives, but is making good progress.
70-72	C-	
67-69	D+	
63-66	D	Student needs more support and practice before he or she can master the objectives.
60-62	D-	
0-59	F	Little or no mastery of learning objectives.

Purpose of Grading

The purpose of the Trotwood-Madison City Schools Grading Guidelines is to communicate to students, parents/guardians, and administrators the building and district expectations for student performance and teacher feedback.

Grading will help the teacher to:

- Communicate learning progress to the student and parent/guardian.
- Appraise the effectiveness of teaching strategies and modes of instruction.
- Evaluate strengths and needs of each student.

Grading will help the parents/guardians to:

- Understand their child as a learner.
- Be knowledgeable about the student's learning.
- Guide the student in making academic progress.
- Encourage the student to give maximum performance in academic areas.

Grading will help the student to:

- Evaluate and see personal progress in their learning.
- Recognize how work may be improved.
- Measure their progress toward course completion and achievement.

Types of Grades

Formative Assessments: should be frequent and ongoing, completed en route to mastery. They are "checkpoints" on students' progress and in the foundation for feedback given. The purpose of formative assessments is not to judge a student's final achievement of a topic, but to evaluate where he or she is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. Examples of formative assessments may include quizzes, drafts of writing, homework, classwork, quick writes, bell work or anything in the early stages of learning content or concepts. If you have questions concerning what a formative assessment is, please speak with your department head or mentor.

Summative Assessments: are completed after the learning experiences, usually requiring students to demonstrate mastery of essential understandings after sufficient instruction and practice has been given. Examples of summative assessments may include tests/exams (performance, oral or written), final writing pieces (research papers, essays, stories, poems), projects, and unit assessments.

Grading Guidelines (Grades 6-12)

Guideline #1: Teachers will enter grades into ProgressBook as Formative or Summative assessments. The following weights will be used (Grades 6-12):

Formative assessments: 30%

- Homework may be weighted no more than 5%

Summative assessments: 70%

Each quarter for the high school will contribute to the semester grade as follows:

Q1: 40%	Q3: 40%
Q2: 40%	Q4: 40%
S1E: 20%	S2E: 20%

Each quarter for the middle school will contribute to the yearly grade as follows:

Q1: 25%
Q2: 25%
Q3: 25%
Q4: 25%

- Class participation will not be awarded points in either Formative or Summative categories.
- Points will not be awarded for non-academic participation in class, i.e, bringing in a box of tissues for points or extra credit.

Guideline #2: If used at all, extra credit may only be awarded for meaningful academic assignments that extend beyond the standard learning for the lesson.

Guideline #3: Teachers are expected to have a minimum of 15 graded assignments per quarter. Teachers should have a minimum of 4 summative assignments of relatively equal point value. Teachers should have a minimum of 11 formative assignments of relatively equal point value.

Guideline #4: Teachers are expected to update ProgressBook on a weekly basis.

Guideline #5: For classwork and homework assignments, late work will be accepted within a 2 week time period from the original due date. After that, work may not be accepted.

Guideline #6: The following procedure will be followed for summative assessments:

- With the exception of semester and final exams, any student earning below a 60% on a summative assessment may retake the assessment and earn an average score of the two assessments. Students may also earn the better of the two scores.
    - Assessment should be taken within one week of the original assessment.
- Students earning above a 60% on a summative assessment may retake the assessment according to the teacher's retake policy.
    - Assessments should be retaken in no less than one week of the original assessment.

Guideline #7: When evaluating group projects, teachers should ensure that grades are earned and awarded on an individual student basis.

Guideline #8: Academic dishonesty is a serious offense and will be handled accordingly:

- Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsification, and substitution.
- Students may receive behavior consequences as a result of academic dishonesty.
- Students must resubmit the assignment within 1 week of discovery. If the assignment is not resubmitted, the student may earn a grade of zero on the assignment.

Guideline #9: Students who are absent from school for a school-related event or disciplinary action (suspension) have the ability to earn full credit for all assignments given during their absence.

Guideline #10: Students who do not turn in assignments or take advantage of the make up allowances as stated in Guidelines #5, #6, and #8 may earn a grade of zero.

Homework Policy
Board Policy #2330

Will my student have homework, and if so how will that work affect the grade?

- The assignment of homework can be expected.
- Homework is assigned regularly, is reasonable, meaningful, and reflects the objectives of the instructional program.
- Homework is a part of the student's preparation for the achievement tests and graduation.
- All homework assignments are expected to be completed at home.
- Students must maintain a homework notebook listing assignments, due dates, and dates turned in.
- Parents should provide a space and quiet time for their student(s) to complete the homework each night.
- Grades will not necessarily be given for each assignment, but completion or non-completion will be recorded.

Teacher Qualifications
Board Policy #2261.02

Are all teachers qualified to teach the courses/grade levels assigned to them?

All teachers hold valid teaching licenses issued by the Ohio Department of Education (ODE). All teachers have earned a bachelor's degree as a minimum; many have earned advanced degrees.

Contact, Executive Director of Human Capital and Business Operations at (937) 854-3050 Ext 1126 for further information.

Counseling and Guidance Services
Board Policy #2411

What is the purpose of the Guidance Center?

- Counselors will provide assistance in monitoring academic progress and aiding with schedule changes.
- Counselors will provide information to assist with career planning as it relates to work and the requirements for specific occupations.
- Counselors will provide social guidance to assist students with the development of appropriate relationships with others as well as the discovery of strengths, weaknesses, interests, and potentialities.
- Students may also receive assistance with situations that might involve other students and/or friends.

What is the process for meeting with a counselor?

- The student or their teacher may make an appointment.
- Counselors may also be contacted by calling the school office.
- Throughout the school year, students may be called to the guidance office to check on student progress or to determine if there are needs that should be addressed.

Retention/Promotion/Acceleration Policy
Board Policy #5409, 5410

Final decisions on student promotion, placement, or retention rest with the building principal. Promotion and retention for Grade 3 shall be in compliance with the terms of Ohio's Third Grade Reading Guarantee.

Promotion

What is promotion?

- Promotion is the movement of student(s) forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.
- The pattern coincides with the system of grade levels established by the Board and the instructional objectives established for each.

What are the requirements for my student to be promoted to the next grade?

- Complete the course and state-mandated requirements at the currently assigned grade.
- Achieve the instructional objectives set for the present grade.
- Demonstrate sufficient proficiency to permit movement ahead in the educational program of the next grade.
- Demonstrate the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Retention

What is retention?

Retention occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade. Retention is based on the recommendation of the Student Intervention Team with the concurrence of the Superintendent.

What are the guidelines for retaining a student?

- Parents must be informed in advance of the possibility of the student's retention at a grade level.
- The principal must assure that efforts are made to remediate the student's difficulties before he/she is retained.
- The principal must provide parents the opportunity to request the promotion, placement, or retention of their child.
- The district must provide parents the opportunity to request an appeal. Contact the principal for further notice.

<u>Academic Acceleration:</u>

What is academic acceleration?

- Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course.
- Academic acceleration may involve whole-grade acceleration or individual subject acceleration.

What are the guidelines for academic acceleration?

- The principal, a staff member, or the parent/guardian who has knowledge of the student's abilities may refer the student.
- Students may refer themselves or a peer through a staff member who has knowledge of the referred student's abilities.
- An Acceleration Evaluation Committee will determine whether the student will be permitted to skip a grade level, take a subject at a higher grade level, or skip a course in the usual and customary academic sequence.
- The Principal will schedule the evaluation of the student so that it occurs in a prompt manner. The process is one approved by the Ohio Department of Education (ODE).
- Before a student is evaluated, the principal will obtain written permission from the student's parent/guardian.
- Evaluations will ordinarily be completed and a written report issued within forty-five (45) calendar days, if requested during the school year. If the request is at the end of the school year, the completion will be within forty-five (45) calendar days of the start of the next school year.
- The Acceleration Evaluation Committee will determine the appropriate learning environment for the referred student.
- Appeals must be made in writing to the superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision.
- The superintendent will notify the parent/guardian of his/her decision within thirty (30) calendar days of receiving the appeal.
- The superintendent or his/her designee's decision shall be final.
- If the student is recommended for whole-grade or individual subject acceleration, a plan will be written.
- The parent/guardian shall be provided with a copy of the plan.
- At any time during the transition period, the parent/guardian may request in writing that the student be withdrawn from accelerated placement or that other accelerative options be considered.
- A decision will be provided within a 30 day period.
- At the end of the transition period, the accelerated placement shall become permanent.
- The student's record shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record.

<u>School-Sponsored Clubs and Activities</u>
Board Policy #2430

What are the requirements for participation in school sponsored clubs/activities?

- Extra-curricular activities do not reflect the district curriculum.
- All students are permitted to participate in the activities of their choosing as long as they meet the eligibility requirements.
- Participation in these activities is a privilege and not a right.
- Students may be prohibited from all or part of their participation by authorized school personnel without further notice, hearing, and/or appeal rights in accordance with board policy.

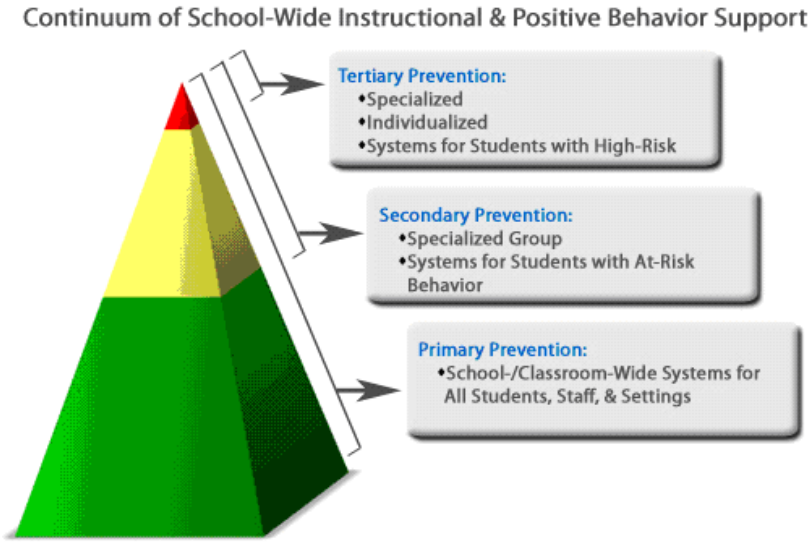
SECTION III:

Positive School Climate & Culture

Positive Behavior Interventions & Supports

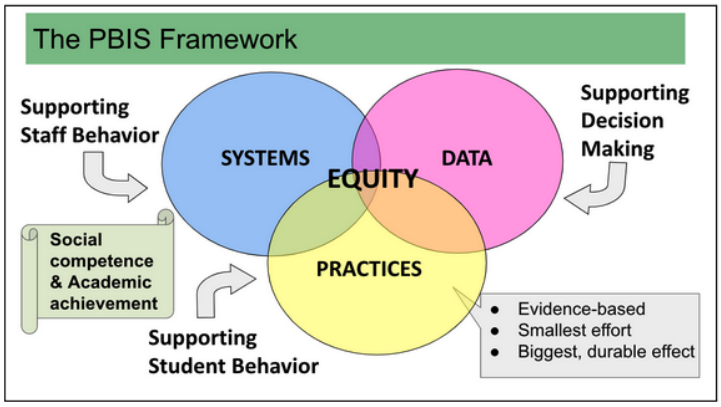
Overview & Purpose:

The district will implement PBIS on a system-wide basis in accordance with R.C. 3319.46 and A.C. 3301-35-15. The district's PBIS framework involves comprehensive, school-wide data systems that enable monitoring of academic progress, behavioral incidents, attendance, and other critical indicators across classrooms. The administration is encouraged to use data-based decision-making to select, monitor, and evaluate outcomes, practices, and systems. The PBIS framework further involves a school-wide investment in evidence-based curricula and effective instructional strategies, matched to students' needs, and data to support teachers' academic instruction. Evidence-based practices along a multi-tiered continuum of supports will be used. The District's PBIS framework will further focus on improving staff climate and culture regarding the role of discipline in the classroom, by using positive and proactive communication and staff recognition. Finally, classroom practices shall be linked to and aligned with the school-wide system so progress monitoring can occur with fidelity and target outcomes. The PBIS framework will strive to enable accurate and sustainable implementation of practices.



What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS framework emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



PBIS Promotes:

- Positive and calm environments
- Learning environments that teach behaviors
- Fewer disruptive behaviors
- Increased learning time, attendance and achievement

Why do we use PBIS at school?

- Behavior is important for success

What does PBIS emphasize?

- Adult PRACTICES that support positive student behavior
- SYSTEMS that support staff behavior
- DATA about behavior to support decisions

What does PBIS look like at school?

- PBIS is individualized to your school
- One set of expectations are established school-wide

District Wide Expectations	
R	Respect
A	Accountability
M	Motivation
S	Self-Control

Schoolwide Expectations (Behavior Matrix):

(Can be found on website trotwood.k12.oh.us)

Elementary Schools Expectations

R.A.M.S	Classroom	Hallways	Recess	Restroom	Cafeteria	Bus
Respect	Say "Please" and Thank you", greet each other Take care of your school Raise your hand; wait your turn Use kind words	Listen and follow directions the first time Leave space in between people Look with your eyes at bulletin boards	Take turns/Share Kind words Be a Good Sport Follow game rules Listen and follow directions the first time Include everyone	Give Privacy Keep restroom clean Listen and follow directions the first time	Say 'Please' and 'Thank You Listen and follow direction from adult on duty Accept the lunch provided Chew with your mouth closed	Show courtesy to the bus driver and all passengers Share your seat equally
Accountability	Have all materials for class Complete all assignments in a timely manner Be an active participant Stay on task Follow directions and classroom routines	Stay in line single file on the right side of the hall Face forward Listen to all adults Carry a valid pass Pick up litter	Line up on the first signal Put away equipment Fix kid size problems	Use restroom appropriately Flush the toilet Wash hands with two pumps of soap Button pants and tuck in shirts Report problems to an adult	Voice your choice Get everything you need the first time Carry tray with two hands Fill in next empty seat Clean up your space and take care of leftovers.	Follow bus rules Report any problems to the bus driver Gather/Take all belongings Be ready for your assigned stop Keep the bus clean
Motivation	Give your personal best Respect differences Be an active participant Give genuine compliments Put forth effort during all activities	Be a good role model for other students Go directly to your destination quickly and quietly	Tell an adult about big deal problems Show good sportsmanship	Use time wisely Be patient while waiting for your turn	Eat your own food Raise hand for help Enjoy your time at lunch and look forward to recess	Have patience while waiting for your stop Do what is right, even when no one is looking Have/Show positive anticipation of arrival
Self-Control	Use materials appropriately Keep hands, feet and objects to yourself It's okay to walk away	Zero voice Walking Tight to the right	Line up with a zero voice It's okay to walk away Use your hands and feet appropriately	Zero Voice Wait in line patiently Do what is right, even when no one is looking	Voice Level Zero during arrival and dismissal Voice Level 1 while eating Stay seated with hands and feet to yourself until directed by adult to move	Keep hands/feet to yourself Use quiet voices (Level 2 or lower) Remain seated at all times Keep all belongings in your book bag

High School & Middle School Expectations

R.A.M.S	Classroom	Hallways	Restroom	Cafeteria	Bus
Respect	Communicate with all staff, teachers, and peers appropriately at all times Keep books, materials, and classroom equipment in good condition	Walk at all times, stay to the right, and yield to others needing to pass Follow adult directions Us appropriate language	Use facilities quietly and quickly Give others privacy	Use food and silverware properly Put trash in trash cans Be polite to cafeteria staff	Listen to driver Enter and exit the bus properly
Accountability	Come to class prepared Be in assigned classroom before second bell rings Present a pass when tardy to class	Have a pass when moving from place to place during class time Go directly to destination	Keep area clean Use proper hygiene Report problems/ vandalism	Remain patiently in your place in line Know your order ahead of time when walking through line Find seat quickly and remain in seat	Take all belongings with you when you exit Stay in your seat facing forward
Motivation	Do your best academically Actively participate in all classroom activities	Keep the space clean and tidy Be in assigned classroom before the bell rings	Return to class promptly	Engage in positive conversations with staff and peers Use appreciate language	Arrive to bus promptly Exit bus promptly and go straight to destination Engage in positive conversations with manners
Self-Control	Contribute to your learning environment and the environment of others Work in groups effectively and cooperatively	Keep all hands, feet and objects to self Use an appropriate level voice	Keep all hands, feet and objects to self Use an appropriate level voice Use space appropriately	Keep all hands, feet and objects to self Use an appropriate level voice Use space appropriately	Keep all hands, feet and objects to self Use an appropriate level voice Use space appropriately

Annual Notification of Positive Behavior Interventions & Support and Restraint/Seclusion To Parents and/or Guardian:

Trotwood-Madison City Schools is committed to ensuring students are learning in stimulating and supportive environments. Trotwood-Madison staff are committed to prevent the need for the use of student restraints and seclusions by utilizing Positive Behavior Interventions and Supports. Positive Behavior Interventions and Supports (PBIS) is a proactive framework for teaching positive behaviors. The ultimate goal of PBIS is to maximize academic and social behavior outcomes for students.

Trotwood-Madison staff, as determined appropriate by Marlon Howard, Superintendent, are permitted to physically restrain or seclude a student, but only when there is an immediate risk of physical harm to the student or others, there is no other safe and effective intervention possible, and physical restraint or seclusion is used in a manner that is age and developmentally appropriate and protects the safety of all children and adults in the educational setting. All restraint and seclusion shall only be done in accordance with Trotwood Madison Board Policy 5630.01 and the standards adopted by the State Board of Education. Training in PBIS methods and the use of restraint and seclusion will be provided to staff determined appropriate by the administration and in accordance with State Standards. Only staff trained in permissible seclusion and restraint methods may implement the methods. Every use of restraint and seclusion shall be documented and reported to the Building Principal and the Executive Director of Student Support Services and Special Education.

The Executive Director of Student Support Services, Tyrone Nadir, will monitor restraint and seclusion reports completed by staff to ensure the PBIS Policy is appropriately implemented. Any parent of a child enrolled in Trotwood-Madison may submit a written complaint to the Executive Director of Student Support Services, regarding an incident of restraint or seclusion. The complaint form can be found on the district website under Student Services. The Executive Director of Student Support Services will investigate each written complaint and respond in writing to the parent's complaint within thirty (30) days of receipt of the complaint. If the parent is not satisfied with the response provided, the parent may file a complaint with local law enforcement or Montgomery County Children's Services.

Your support and cooperation are appreciated. Trotwood-Madison staff is committed to student success. If you have any questions or concerns, please contact your student's building principal. In addition, you can read more about restraint and seclusion and PBIS practices on the Ohio Department of Education's website.
https://education.ohio.gov/Topics/Student-Supports/PBIS-Resources/Policy-Positive-Behavior-Interventions-and-Support

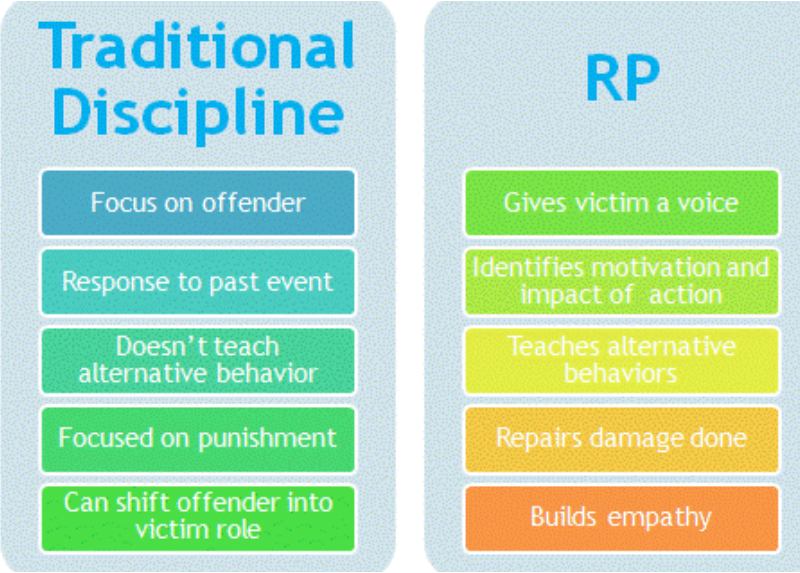
Restorative Practices:

What is Restorative Practices?

The science of relationships and community. All humans are hardwired to connect. Just as we need food, shelter and clothing, human beings also need strong and meaningful relationships to thrive. **Restorative practices** is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. Though new to the social sciences, restorative practices have deep roots within indigenous communities throughout the world. (IIRP)

The use of restorative practices helps to:

- reduce crime, violence and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

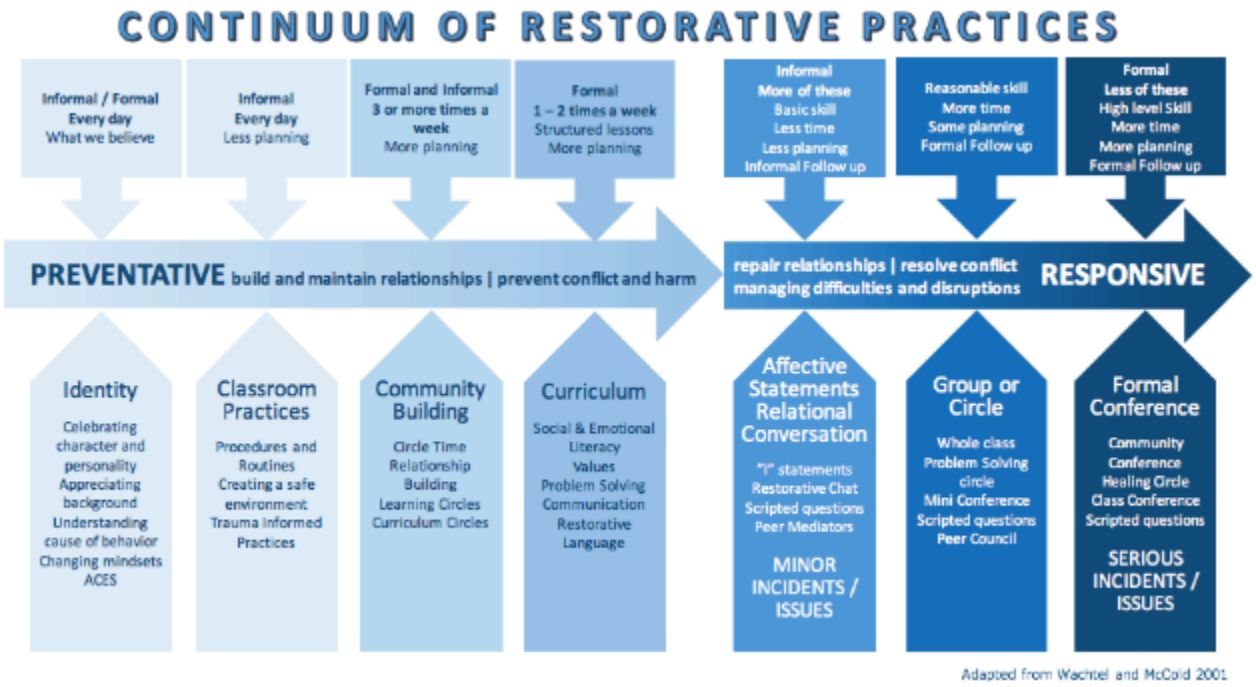


Why Restorative Practices?

Perhaps you have noticed within your own school or organization that discipline is often not equitable. If not, maybe you've noticed patterns across the United States school systems. In the US, Black youth are disciplined at rates much higher than their white peers. For example, "African American families are 2.19 (elementary) to 3.78 (middle) times as likely to be referred to the office for problem behavior as their White peers. In addition, the results indicate that students from African American and Latino families are more likely than their white peers to receive expulsion or out-of-school suspension as consequences for the same or similar problem behavior" (Skiba et al., 2011). Additionally, The Kirwan Institute (2015) found that Black students comprised 18% of the total U.S. K-12 public school population but comprised 35% of the total number of students suspended.

Prevention Restorative Practices	
Affective Statements	Use in response to negative or positive events in the classroom
Proactive Circles	Implement on a daily or weekly basis. Students sit in a circle and discuss a topic that helps the community
Fair Process	Engage students in decisions, explain the rationale
Restorative Staff Community	Model and use restorative practices among school staff
Restorative Approach with Families	Model and use restorative practices with school families
Fundamental Hypothesis Understandings	Provides a framework to guide daily interactions with the appropriate mix of control and support

Intervention/Responsive Restorative Practices	
Restorative Questions	Address negative behaviors using questions
Restorative Circles	After a moderately serious incident, students sit in a circle and address who has been harmed and what needs to be done to make things right
Small Impromptu Circles	Address negative behaviors by asking the wrongdoer and those harmed to answer restorative questions in front of each other
Restorative Conference Circles	Respond to a serious incident using a scripted approach to facilitate accountability and repair harm
Reintegrative Management of Shame	Acknowledge the emotions and wrongdoers and those impacted by the wrongdoing



Revised May 2023

SECTION IV:

Student Code of Conduct

Level 1 Offenses – (Conduct that impedes the orderly operation of classrooms, schools and/or district vehicles) cover students who commit, attempt to commit, aid or abet the commission of, conspire to commit, or participate in any manner, even though unaccomplished, any of the offenses designated in this section. A student charged with behavior that is classified as a Level 1 offense should receive corrective strategies in the classroom and/or building and not be excluded from school. However, repeated and /or serious violations may rise to Level 2 or Level 3 disciplinary action. Video tape footage can not be shared with parents due to student privacy laws.

Infraction of Expectations	Corrective Strategies	Range of Discipline Actions
LEVEL 1 ● Tardiness to bus stop/school ● Failure to comply with school/bus rules ● Out of assigned area or intentionally riding the wrong bus ● Leaving school grounds w/out permission ● Cheating ● Cellular telephone/technology violation ● Computer/technology misuse (Minor) ● Confrontation ● Disobedient/insubordination ● Disrespectful language ● Disruptive (unruly) behavior or play ● Dress code violations ● Inappropriate activity ● Lying/misrepresentation ● Prohibited items ● Public displays of affection ● Pushing/shoving ● Unauthorized use of medications ● Unauthorized sale/distribution of materials	*Range of Corrective Strategies Prior to Administering Discipline* ● Apology letter ● Review of PBIS matrix of expectations ● Assignment ● Re-teach behavior ● Coaching ● Reflective actions	*The principal or designee may select at least one of the following from Level 1 actions. Principals may authorize use of Level 2 actions for repeated, serious, or habitual Level 1 Incidents.* **LEVEL 1 ACTIONS** ● After school detention ● Behavior contract ● Confiscation ● Daily/weekly report ● In-school suspension ● Lunch Detention ● Mentoring ● Parent outreach ● Peer mediation ● Parent guardian attends school w/student ● Referral to school support ● Restitution ● Restorative conversation

Level 2 Offenses - (Serious misconduct) are more serious than Level 1 incidents. These behaviors significantly interfere with the learning process and/or the well-being of others. Repeated and/or serious violations may result in Level 3 disciplinary action. Video tape footage can not be shared with parents due to student privacy laws.

Infraction of Expectations	Corrective Strategies	Range of Discipline Actions
LEVEL 2 ● Body part hanging outside of the bus window ● Bullying/cyberbullying* ● Cheating severe ● Firecrackers/poppers ● Forgery of document ● Gambling ● Harassment* ● Leaving school grounds w/out permission ● Menacing Statements, (non-Criminal)* ● Petty theft or stealing <$300 ● Physical aggression* ● Physical confrontation* ● Possession of tobacco products/ e-cigarettes * ● Profane or obscene language ● Repetitive disruptive behaviors* ● Repetitive disobedience* ● Severe inappropriate activity* ● Sexual harassment* ● Threat (non-criminal)* ● Unauthorized use of medication ● Un-served after-school detentions ● Un-served Friday/Saturday ● Vandalism <$500 **Referral to School Based Support Service (Mandatory)*	*Range of Corrective Strategies Prior to Administering Discipline* ● Apology Letter ● Assignment ● Coaching ● Investigation ● Reflective ● Review of PBIS matrix of expectations ● Stay away agreement ● Victim safety plan ● Witness statements	*Where appropriate Principals or designees should apply discipline in a progressive manner. The principal or designee can select one of the strategies from Level 1, as well as one action from Level 2.* **LEVEL 2 ACTIONS** ● Parent outreach ● Peer mediation ● Behavior contract ● Create home/school communication system ● Check in-Check Out ● Community service ● Confiscation ● Daily/weekly report ● Days Held in Abeyance Tobacco Alternative Program ● OSS/3 in Abeyance with attendance at Alcohol Tobacco or Other Drugs Program ● Friday/Saturday school detention ● In-school suspension ● Loss of privileges ● Mentoring ● Parent guardian attends school w/student ● Restitution

Level 3 Offenses - (Illegal and/or serious...or health-threatening [physical and/or mental] as defined by state, county, or federal laws and/or school standards). A student charged with behavior that is classified as Level 3 may be removed from the school immediately and may be expelled for up to eighty (80) days, or under limited circumstances, up to one (1) year. A referral to a school based support team will also be considered for the infraction. Video tape footage can not be shared with parents due to student privacy laws.

Infraction of Expectations	Corrective Strategies	Range of Discipline Actions
LEVEL 3 ● Alcohol*** ● Arson/ tampering with fire equipment**** ● Breaking and entering/burglary ● Computer/technology misuse (major) ● Counterfeit or misrepresented document ● Drug paraphernalia, drugs, imitation drugs (under the influence/ possession/ use/ storage)*** ● Extortion/ blackmail/ coercion ● False fire alarm/ 911 call/ bomb threat**** ● Fighting ● Hazing ● Inappropriate lewd, or obscene act ● Leaving school grounds w/out permission ● Major disruption ● Opened emergency door on the bus ● Physical attack ● Possession of tobacco products/ e-cigarettes ** ● Possession of a knife or other potentially dangerous item ● Possession of a firearm, handgun, rifle, shotgun**** ● Possession, use, sale, storage or distribution of an explosive device**** ● Reckless vehicle use ● Robbery ● Sale, intent to sell, or distribution of drugs, imitation drugs, represented as drugs, or prescription medications**** ● Stealing >$300 ● Sexting*** ● Sexual assault*** ● Sexual misconduct ● Trespassing ● Unauthorized use of medications (prescription) *** ● Use of intoxicants*** ● Vandalism >$500 ● Verbal Assault	*Range of Corrective Strategies Prior to Administering Discipline* ● Investigate witness statements ● Referral to school-based services ● Resource Officer ● Stay away agreement ● Victim Safety Plan ● Restorative Conference	**LEVEL 3 ACTIONS** ● Confiscation (where applicable) ● Community service ● Days held in abeyance ● Identify a mentor and establish a schedule to meet ● In school suspension ● Loss of extra-curricular activities ● Recommended for expulsion **** ● Suspension from school/ bus 3-10 days **** 1st Offense – 10 days OSS/ 5 in Abeyance with attendance at District approved Alcohol or Other Drugs program* **** Repeated Alcohol or Other Drugs offense during same calendar year –* *REQUIRE a 10-day out-of-school suspension and the principal can make a recommendation for expulsion.* *Students involved in co-curricular and extra-curricular activities such as band and athletics can lose their eligibility for violation of the School rules. This is especially true for infractions involving drugs, alcohol, tobacco use, or harassment.* ****Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, such as inappropriate touching or suggestive comments. The District's Title IX Coordinator oversees enforcement and investigates formal complaints following District guidelines.*

Student Conduct
Board Policy #5500

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law affecting students. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community. The board has zero tolerance of violent, disruptive, or inappropriate behavior by its students.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty shall be maintained in the schools of this district. It is the responsibility of students, teachers and administrators to maintain a classroom environment that:

A. allows teachers to communicate effectively with all students in the class;

B. allows all students in the class the opportunity to learn;

C. has consequences that are fair, and developmentally appropriate;

D. considers the student and the circumstances of the situation; and

E. enforces the student Code of Conduct/Student Discipline Code accordingly.

Academic Honesty
The Board values honesty and expects integrity in the District's students. Violating academic honesty expectations erodes the trust between teachers and students as well as compromises the academic standing of other students. So that each student learns the skills being taught and is judged solely on their own merits, the Board prohibits any student from presenting someone else's work as their own, using artificial intelligence platforms in place of one's own work, providing unauthorized assistance to another student, and cheating in any manner.

All school work submitted for the purpose of meeting course requirements must be the individual student's original work or the original work of a group of students for group projects. It is prohibited for any student to unfairly advance their own academic performance or that of any other student. Likewise, no student may intentionally limit or impede the academic performance or intellectual pursuits of other students.

Academic dishonesty includes, but is not limited to:

A. plagiarism (of ideas, work, research, speech, art, music, etc.);
B. forgery of another's work;
C. presenting the results that are the product of an artificial intelligence ("AI") platform as one's own where the use of AI was not specifically allowed by the teacher as part of the assignment;
D. downloading or copying information from other sources and presenting it as one's own;
E. using language translation work of someone else or using technology when the expectation is doing one's own translation;
F. copying another person's work;
G. allowing another person to copy one's own work;
H. stealing another person's work;
I. doing another person's work for them;
J. distributing copies of one's work for use by others;
K. distributing copies of someone else's work for use by others for academic gain or advantage;

L. intentionally accessing another's work for the purpose of presenting it as one's own for academic gain or advantage;
M. distributing or receiving answers to assignments, quizzes, tests, assessments, etc.;
N. distributing or receiving questions from quizzes, tests, assessments, etc.

Use of Artificial Intelligence Tools For School Work
To ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence ("AI") and Natural Language Processing (NLP) tools are strictly prohibited for the completion of school work. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI tools and they
should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a
form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct. (See Policy 7540.09 - Artificial Intelligence ("AI").

Use of Artificial Intelligence (AI) for School Work

Students are expected to complete their own work and develop their own understanding of course material.

When AI Use Is NOT Allowed

- Using AI tools **without teacher permission** is prohibited.
- Submitting AI-generated work as your own is considered **academic dishonesty (plagiarism)**.
- This includes:
    - Copying or submitting AI-generated answers, writing, or translations
    - Sharing or receiving answers for assignments, quizzes, or tests
    - Using technology when the assignment requires your own original work

When AI Use IS Allowed

Students may use AI tools **only with teacher approval** to support their learning—not replace their own work—and only for appropriate purposes, such as:

- Research and brainstorming ideas
- Analyzing information or data
- Language translation (when permitted)
- Improving writing (grammar, spelling, structure)
- Accessibility support (e.g., text-to-speech, captions)

Student Responsibilities

- Always **ask your teacher** before using AI tools
- **Cite and explain** how AI was used in your work when required
- Complete your own thinking and learning

Consequences for Misuse

- Misuse of AI will result in **disciplinary action** under the Student Code of Conduct
- Consequences may include:

- Loss of credit or failing grade on an assignment
- Removal from a class or activity
- Loss of honors or leadership roles
- Additional school discipline
- Parents/guardians will be notified, and repeated violations will lead to increased consequences.

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

Student conduct shall be governed by the rules and provisions of the Student Code of Conduct/Student Discipline Code. This Code of Conduct/Student Discipline Code shall be reviewed periodically.

Student Discipline
Board Policy #5600

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

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

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

A. conform to reasonable standards of socially-acceptable behavior;

B. respect the person and property of others;

C. preserve the degree of order necessary to the educational program in which they are engaged;

D. respect the rights of others;

E. obey constituted authority and respond to those who hold that authority.

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

A. relate in kind and degree to the infraction;

B. help the student learn to take responsibility for his/her actions;

C. be directed, where possible, to reduce the effects of any harm which may have been caused by the student's misconduct.

Students may be prohibited by authorized school personnel from participating in all or part of co-curricular and/or extra-curricular activities without further notice, hearing or appeal rights. A student who has been disorderly on a school bus

may be suspended from transportation services consistent with board policy and the Student Code of Conduct/Student Discipline Code.

The superintendent shall publish to all students and their parents the rules of this district regarding student conduct and the sanctions which may be imposed for breach of those rules. The superintendent shall inform the board periodically of the methods of discipline imposed by this district and the incidence of student misconduct in such degree of specificity as shall be required by the board.

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

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

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

No student is to be detained after the close of the regular school day unless the student's parent has been contacted and informed that the student will be detained. If a parent cannot be contacted, the student should be detained on another day.

Care of School Property
Board Policy #5513

The TMCS Board of Education believes that the schools should help students learn to respect property and develop feelings of pride in community institutions.

The board charges each student with responsibility for the proper care of school property and the school supplies and equipment entrusted to his/her use.

Students who cause damage to school property shall be subject to disciplinary measures, and their parents shall be financially liable for such damage to the extent of the law.

The board authorizes the imposition of fines for the loss, damage or destruction of school equipment, apparatus, musical instruments, library material, textbooks, and for damage to school buildings and reserves the right, to the extent permitted by law, to withhold a report card or credits from any student whose payment of such fine is in arrears.

The board may report to the appropriate juvenile authorities any student whose damage of school property has been serious or chronic in nature.

A reward may be offered by the board for the apprehension of any person who vandalizes school property.

The superintendent shall develop administrative guidelines to implement this policy.

Personal Communication Devices
Board Policy #5136

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.), smartwatches, Meta Glasses, headphones and/or other web-enabled devices of any type.

Students may use PCDs before and after school, during their lunch break, in between classes 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. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited.

Students may use PCDs while riding to and from school on a school bus or other board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the principal.

Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person may have their PCD confiscated and held until the end of the school day and or until a parent/guardian picks it up, and maybe directed to delete the audio and/or picture/video file while the parent/guardian is present. If the violation involves potentially illegal activity, the confiscated-PCD may be turned over to law enforcement.

PCDs, including but not limited to those with cameras, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, classrooms, gymnasiums, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The superintendent and principal are authorized to determine other specific locations and situations where the use of a PCD is absolutely prohibited.

Students are expressly prohibited from using covert means to listen-in or make a recording (audio or video) of any meeting or activity at school. This includes placing recording devices, or other devices with one (1)- or two (2)-way audio communication technology (i.e., technology that allows a person off-site to listen to live conversations and sounds taking place in the location where the device is located), within a student's book bag or on the student's person without express written consent of the superintendent. Any requests to place a recording device or other device with one (1)- or two (2)-way audio communication technology within a student’s book bag or on a student’s person shall be submitted, in writing, to the superintendent. The district representative shall notify the parent(s), in writing, whether such request is denied or granted within five (5) days.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy 5517.01 - Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using PCDs to 1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex (including sexual orientation/transgender identity), disability, age, religion, ancestry, or political

beliefs; and 2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

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

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian or turned-over to law enforcement. School officials will not search or otherwise tamper with PCDs in district custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 - Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD, or another device with one (1)- or two (2)-way audio communication technology in violation of this policy is required to report the violation to the Principal.

Students are personally and solely responsible for the care and security of their PCDs. The board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Parents/guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents/guardians during the school day.

Use of Tobacco by Students
Board Policy #5512

The TMCS Board of Education is committed to providing students, staff, and visitors with an indoor tobacco and smoke-free environment. The negative health effects of tobacco use for both the users and nonusers, particularly in connection with second-hand smoke, are well established. Further, providing a non-smoking and tobacco-free environment is consistent with the responsibilities of teachers and staff to be positive role models for our students.

For purposes of this policy, "use of tobacco" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco or tobacco substitutes, including cigarettes, cigars, pipe tobacco, chewing tobacco, snuff, or any other matter or substances that contain tobacco,

in addition to papers used to roll cigarettes and/or the smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

The term “tobacco” includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUULs"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

In order to protect students and staff who choose not to use tobacco from an environment noxious to them, the board prohibits the possession, consumption, purchase or attempt to purchase and/or use of tobacco or tobacco substitute products by students at all times (twenty-four (24) hours a day, seven (7) days a week) on board premises, in board-owned vehicles, within any indoor facility owned or leased or contracted for by the board, and/or used to provide education or library services to children, and at all board-sponsored events.

This prohibition extends to any board-owned and/or operated vehicles used to transport students and to all other board-owned and/or operated vehicles. Such prohibition also applies to school grounds, athletic facilities, and any school-related event, on or off board premises.

Educational Programming

Tobacco-use prevention education shall be coordinated with the other components of the school health program. Staff responsible for teaching tobacco-use prevention education shall have adequate pre-service training and participate in ongoing professional development activities to effectively deliver education programming. Preparation and professional development activities shall provide basic knowledge about the effects of tobacco use and the effects of peer pressure on tobacco use combined with effective instructional techniques and strategies and program-specific activities.

Students who violate this policy shall be subject to disciplinary action in accordance with the Student Code of Conduct/Student Discipline Code and in accordance with policies of the board.

Drug Prevention
Board Policy #5530

The TMCS Board of Education recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the whole school community.

As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.

For purposes of this policy, "drugs" shall mean:

A. all dangerous controlled substances as so designated and prohibited by Ohio statute;
B. all chemicals which release toxic vapors;
C. all alcoholic beverages;
D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
E. anabolic steroids;
F. any substance containing betel nut (areca nut);
G. any substance that is a "look-alike" to any of the above.

The board prohibits the use, possession, concealment, or distribution of any drug or any drug-related paraphernalia as the term is defined by law, or the misuse of a product containing a substance that can provide an intoxicating or mood-altering effect on school grounds, on school vehicles, and/or at any school-sponsored event.

It further establishes a drug-free zone within 1000 feet of any facility used by the District for educational purposes.

The superintendent shall prepare guidelines for the identification, amelioration, and regulation of drug use in the schools. Such guidelines shall:

A. emphasize the prevention of drug use;
B. provide for a comprehensive, age-appropriate, developmentally based drug and alcohol education and prevention program which:
    1. addresses the legal, social, psychological, and health consequences of drug and alcohol use;
    2. provides information about effective techniques for resisting peer pressure to use illicit drugs and alcohol;
    3. assists students to develop skills to make responsible decisions about substance abuse and other important health issues;
    4. promotes positive emotional health, self-esteem, and respect for one's body;
       meets the minimal objectives as stated in the essential performance objectives for health education as established by the State Department of Education
C. include a statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
D. provide standards of conduct that are applicable to all students and which clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity;
E. include a clear statement that disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate the school standards of conduct and a description of those sanctions; The sanctions may include, together with punitive action, voluntary referral to appropriate persons or agencies for screening and assessment. Such referral may only be made to qualified and properly licensed individuals or programs.
F. provide information about any drug and alcohol counseling and rehabilitation and reentry programs available to students and provide procedures to direct students and their parents to the appropriate programs;
G. require that all parents and students be given a copy of the standards of conduct regarding the unlawful possession, use, or distribution of illicit drugs and alcohol by students;
H. require the notification to parents and students that compliance with the standards of conduct is mandatory;
I. provide a biennial review of the School District's program to determine its effectiveness and implement changes as needed and to ensure that disciplinary sanctions are consistently enforced;
J. provide for a student assistance program which includes guidelines for prevention, intervention, referral, treatment, and after-care. Such a program must be comprehensive in nature addressing all issues affecting students' academic, social, and emotional well being in the educational setting which may negatively affect behavior and interfere with their ability to learn;
K. establish means for dealing with students suspected of drug use or suspected of possessing or distributing drugs in school and ensure that the District's policy and administrative guidelines on Search and Seizure (Policy 5771 and AG 5771), Suspension and Expulsion (Policy 5610 and AG 5610), and Permanent Exclusion (Policy 5610.01 and AG 5610.01) are complied with fully.

The superintendent shall establish administrative guidelines necessary to implement this policy. Such guidelines shall ensure that the proper notice regarding the use of anabolic steroids is posted in each of the District's locker rooms used by students in grades 7-12.

Suspension of Bus Riding/Transportation Privileges
Board Policy #5610.04

The administrator in charge will notify the student of the reason. The student will be given an opportunity to address the basis for the proposed suspension at an informal hearing. After that informal hearing, the principal, unit/assistant principal, or other administrator will decide whether or not to suspend his/her bus riding/ transportation privileges for all or part of the school year. Parents will be notified, in writing within one day, of the reason for and the length of the suspension. Bus suspensions cannot be appealed.

Videotapes on School Buses

The TMCS Board of Education has installed video cameras on school buses to monitor student behavior. If a student misbehaves on a bus and his/her actions are recorded on videotape, the tape will be submitted to the principal or designee and may be used as evidence of misbehavior.

Discipline of Students with Disabilities

Students with disabilities will be entitled to the rights and procedures afforded by the Individuals with Disabilities Education Improvement Act (I.D.E.I.A.), the Americans with Disabilities Act (A.D.A.), and/or Section 504 of the Rehabilitation Act of 1973.of the Rehabilitation Act of 1973.

Removal from School
Board Policy #5605, 5610, 5611

Formal discipline involves removal of the student from school. It includes emergency removal for one (1) school day, suspension for up to ten (10) school days, expulsion for up to one hundred eighty (180) school days or the number of days remaining in a semester (whichever is greater), and permanent exclusion. Any student who is expelled from school for more than twenty (20) days or if the expulsion will extend into the following semester or school year, will be provided with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitude and behavior that contributed to the incident that gave rise to the student's expulsion.

Suspension Procedures

The student will be given a written letter or intent to suspend during a conference with the School Principal indicating the basis for the proposed suspension. The student will be given an opportunity to explain his/her view of the underlying facts. After the information hearing, the School Principal will determine whether or not to suspend the student. If the decision is made to suspend the student, parents will be notified within one (1) day of the suspension. This notice will include the reasons for suspension, the right to a hearing, and the Board's designee for the appeal. Students who are suspended are not permitted to participate in any extracurricular activities during the dates of the suspension. If the suspension is appealed to the board's designee, the appeal shall be conducted in a private hearing. A verbatim transcript will be made. If the decision, after the appeal, is to uphold the suspension, the next step in the appeal process is the Court of Common Pleas. During the appeal process, the student shall not be allowed to remain in School.

Expulsion Procedures

An expulsion is a removal for more than ten (10) consecutive days. The parent will receive a formal letter of notification of the expulsion. This notice will include: the reasons for the intended expulsion; notification of the opportunity to appear in person before the superintendent or hearing officer to challenge the reasons for the expulsion and/or explain the student's action; and notification of the time and place to appear.

A formal hearing will be scheduled no earlier than three (3) and no later than five (5) school days after the sending of the notice. The student may be represented by his/her parents, legal counsel, and/or person of his/her choice at the hearing. Parents may request an extension of time for the formal hearing. During this time the student will not be allowed to return to School. Following the hearing, the hearing officer will make a recommendation to the superintendent; only the superintendent may expel a student from school.

If a student is expelled, the student's parents will be provided with written notice within two (2) school days of the imposed expulsion. This notice will include: the reasons for the expulsion; the right of the student, the student's parent(s)/guardian(s), or custodian(s) to appeal the expulsion to the board or its designee; the right to be represented in all appeal proceedings; the right to be granted a hearing before the board or its designee; and the right to request that the hearing be held in executive session.

No later than fourteen (14) days after the Superintendent notifies the parents of the expulsion, the expulsion may be appealed, in writing to the board of education. A hearing on the requested appeal will be formal, with an opportunity for sworn testimony and to be held in executive session, unless parent(s)/ guardian(s) request otherwise. During the appeal process, the student shall not be allowed to return to School. If the expulsion is upheld on appeal, a student's parents may pursue further appeal to the Court of Common Pleas.

Expulsion for certain violations, including use or possession of alcohol or drugs, may result in revocation of a student's driver's license. Expulsion proceedings will continue even if the student withdraws from school prior to the hearing or the decision to impose the expulsion. The expulsion will be imposed for the same duration that it would have been had the student remained enrolled.

Permanent Exclusion Procedures

Permanent exclusion removes a student from schools in the State of Ohio on a permanent basis. This process is formal and may follow an expulsion with proper notification to the parents.

The offenses for which permanent exclusion are authorized are:

- conveying deadly weapons onto School property or to a School function;
- possessing deadly weapons onto School property or at a School function;
- carrying a concealed weapon onto School property or at a School function;
- trafficking in drugs on School property or at a School function;
- murder, aggravated murder on School property or at a School function;
- voluntary or involuntary manslaughter on School grounds or at a School function;
- assault or aggravated assault on School property or at a School function;
- rape, gross sexual imposition or felonious sexual penetration on School grounds, or at a School function, when the victim is a School employee; or
- complicity in any of the above offenses, regardless of the location.

Reduction of Suspensions and Expulsions for Grades Prekindergarten through Three
Board Policy #5610

Each Child, Our Future—Ohio's Strategic Plan for Education—emphasizes the importance of a positive school climate to support student well-being, academic achievement, and future success. In accordance with Ohio Revised Code § 3313.668, districts are required to limit the use of out-of-school suspension and expulsion for students in grades prekindergarten through three (3). Such exclusionary discipline practices shall not be used unless a student's behavior poses a risk to the

immediate health and safety of the student or others, or involves serious misconduct as defined by law, and districts are expected to prioritize developmentally appropriate, preventive, and restorative approaches to student discipline.

Suspension or expulsion proceedings shall not be initiated against a student in any of grades Pre-kindergarten through 3 unless the student has committed the following acts:

- The student brings a firearm or knife capable of causing serious bodily injury to a school building or on to any other property (including a school vehicle) owned, controlled, or operated by the Board, to an interscholastic competition, an extra-curricular event, or to any other school program or activity that is not located in a school or on property that is owned or controlled by the Board, or possesses a firearm or knife capable of causing serious bodily injury at school or on any other property (including a school vehicle) owned, controlled, or operated by the Board, at interscholastic competition, an extra-curricular event, or at any other school program or activity that is not located in a school or on property that is owned or controlled by the Board.
- The student commits an act at school, on other school property, at an interscholastic competition, extra-curricular event, or any other school program or activity and the act: 1) would be a criminal offense if committed by an adult; and 2) results in serious physical harm to person(s) as defined in R.C. 2901.01(A)(5), or to property as defined in R.C. 2901.01(A)(6).
- The student makes a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.
- The student engages in behavior of such a nature that suspension or expulsion is necessary to protect the immediate health and safety of the student, the student's fellow classmates, the classroom staff and teachers, or other school employees.

Prior to suspending or expelling a student in any of grades Pre-K through 3, the Principal shall, whenever possible, consult with a mental health professional under contract. If the events leading up to the student's suspension or expulsion from school indicate that the student is in need of additional mental health services, the student's principal or the district's mental health professional shall assist the student's parent or guardian with locating providers or obtaining such services, including referral to an independent mental health professional, provided such assistance does not result in a financial burden to the District or the student's school.

If a student in any of grades Pre-K through 3 is suspended or expelled, the student shall be afforded the same notice and hearing, procedural, and educational opportunities as set forth in board policy and the law. The suspension or expulsion of a student in any of grades Pre-K through 3 shall not limit the board's responsibilities with respect to the provision of special education and related services to such students in accordance with board policy and the law. Further, the board shall not be limited in its authority to issue an in-school suspension to a student in any of grades Pre-K through 3, provided that the in-school suspension is served in a supervised learning environment.

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

Search and Seizure
Board Policy #5771

Under what circumstances are School authorities authorized to search a student?

- School authorities may search the person or property of a student whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules.
- Property includes, but is not limited to vehicles, purses, knapsacks, gym bags, etc.

- Search does not require the student's consent.
- Student lockers and desks are the property of the District and may be searched at any time.
- Random canine searches of any property may be conducted at any time.
- Video cameras may be used in public areas and on school buses. Observation of video from cameras shall be done only by those who are authorized to view student records and in accordance with Board Policy.
- Anything that is found in the course of a search, that could be used as evidence of a violation of School rules or the law may be taken, held, or turned over to the police.
- The School reserves the right not to return items which have been confiscated.

Outside of District personnel, who may interrogate a student and under what circumstances can the interrogation take place?

The school recognizes its responsibility to cooperate with law enforcement and public child welfare agencies. Investigation by law enforcement and public child welfare agencies can take place at school in emergency situations or if the violation being investigated occurred on school property. Before students are questioned as witnesses or suspects in an alleged criminal violation, the building administrator will attempt to contact a parent prior to questioning and shall remain in the room during questioning. Before students are questioned as the subject of alleged child abuse or neglect, the building administrator will attempt to contact a parent prior to questioning, and the administrator (or a designated guidance counselor) will remain in the room during questioning.If the agency investigating the alleged child abuse or neglect suspects the parent is the perpetrator, neither parent will be contacted prior to questioning, but the building administrator (or a designated guidance counselor) will remain in the room during questioning.If the law enforcement agency removes a student from school, the building administrator will notify a parent.

Bullying & Other Aggressive Behavior
Board Policy #5517

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

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

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

Harassment, intimidation, or bullying means:

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

B. violence within a dating relationship.

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

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

Harassment, intimidation, or bullying also means cyberbullying through electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) more than once and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

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

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

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

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

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

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

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

The district shall implement intervention strategies (AG 5515.01) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report.

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

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

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

Complaints

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

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

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

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

Privacy/Confidentiality

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

Reporting Requirement

At least semi-annually, the superintendent shall provide to the president of the board a written summary of all reported incidents and post the summary on the district website (if one exists). The list shall be limited to the number of verified acts of harassment, intimidation, and/or bullying, whether in the classroom, on school property, to and from school, or at school-sponsored events.

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

Immunity

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

Notification

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

The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students in the district and to their custodial parents or guardians.

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

Education and Training

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

Annually, the district shall provide all students enrolled in the district with age-appropriate instruction regarding the board's policy, including a written or verbal discussion of the consequences for violations of the policy to the extent that State or Federal funds are appropriated for this purpose.

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

The district shall provide training, workshops, and/or courses on this policy for school employees and volunteers who have direct contact with students to the extent that State or Federal funds are appropriated for these purposes. Time spent by school staff in these training programs shall apply toward mandated continuing education requirements.

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

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

SECTION V:

Attendance

Attendance
Board Policy #5200

Attendance— According to state law, a student must attend school until age 18 except when one or more of the following applies:

- In accordance with state regulations, a parent/guardian note is a request that school officials excuse a student's absence for a specified reason. The validity of any absence request shall be determined by the principal.
- A student whose physical condition may prohibit attendance at school may apply to the Attendance/Resource Teacher for Home Instruction provided he/she has a physician's statement documenting his/her condition.

Absences—Parents are requested to call the attendance office each day a student will be absent from school. Phone calls will be made to parents who have not called school before 9:00 a.m. Parents who have not communicated by phone must provide a written note when the student returns to school as to the reason for the absence. If no note is received within three days, the absence will remain unexcused.

DEFINITION OF TRUANCY AND EXCESSIVE ABSENCES – Per House Bill 410

Administrators or their designee will monitor these thresholds and coordinate absence intervention team meetings as needed.

The definition of '**habitual truant**' changed from days to hours. The new definition is:
Absent **30 or more consecutive hours** with or without a legitimate excuse;
Absent **42 or more hours** in one school month with or without a legitimate excuse;
Absent **72 or more hours** in one school year with or without a legitimate excuse.
The definition of '**excessive absences**':
Absent **38 or more hours** in one school month with or without a legitimate excuse;
Absent **65 or more hours** in one school year with or without a legitimate excuse.

We encourage parents to provide documentation for medical appointments.

DISTRICT RESPONSIBILITIES WHEN A CHILD IS HABITUALLY TRUANT

When a student is habitually truant, the following will occur:

1. Within **seven days** of the triggering absence, the district will do the following:
    a. Select members of the absence intervention team;
    b. Make three meaningful attempts to secure the student's parent or guardian's participation on the absence intervention team.
2. Within **10 days** of the triggering absence, the student will be assigned to the selected absence intervention team;
3. Within **14 days** after the assignment of the team, the district will develop the student's absence intervention plan;
4. If the student does not make progress on the plan within **61 days** or continues to be excessively absent, the district will file a complaint in the juvenile court.

Athletic Participation

Student-athletes must be in attendance for at least one-half of the school day in order to participate in a scheduled game or athletic event on that same day.
One-half day is defined as three periods.

What are the attendance requirements?

In accordance with Ohio Revised Code Chapter 3321, parents, guardians, or caregivers are responsible for making sure their student attends school regularly and arrives on time each day, unless absence is the result of one of the following:

- Illness in the family necessitating the presence of the student.
- Necessary work at home due to absence or incapacity of parent(s)/ guardian(s).
- Death in the family.
- Quarantine of the family home.
- Observation or celebration of a bona fide religious holiday.
- Out-of-state travel (up to a maximum of four (4) days per school year) to participate in a District approved enrichment or extracurricular activity. Any classroom assignments missed due to this absence must be completed by the student.
- Such a good cause may be acceptable to the Superintendent.
- Unexcused absence from school (truancy) is not acceptable.
- A parent note does not automatically excuse an absence or tardy from a truancy referral.

What happens when absences become excessive?

A student will be considered habitually truant if:

- The student is absent without a legitimate excuse for 72 or more hours in a school year.
- A student will be considered chronically truant if the student is absent without a legitimate excuse for:
    - 30 or more consecutive hours
    - 42 or more hours in one (1) school month
    - 72 or more hours in one (1) school year

If a student is deemed a habitual truant, this will require the student to be assigned to an absence intervention team at the direction of the Superintendent or designee. As required by law, the student and parent/guardian will be required to participate in the intervention plan. Ohio Law requires a complaint to be filed with the Montgomery County Juvenile Courts if the student fails to make satisfactory progress during the intervention plan.

What should I do if my student has a legitimate absence?

- Call the school before 8:00 AM to report the child's absence.
- When a student returns to school after absence, he/she must bring a note from his/her parent or guardian stating the reason for each absence. The note must include a working number to contact the parent.
- Only three (3) absences will be excused per quarter; unless under a physician's care for an extended period of time (see next bullet).
- In the event of prolonged absence (1+weeks), contact your Principal/Unit Principal's secretary for work assignments and provide a doctor's statement upon return.
- If a student is absent from school for any reason, he/she is not eligible for a perfect attendance award.
- A student will be considered absent ½ day if they arrive after the first lunch begins.
- Accordingly, a student must be present during the full day to be eligible to attend extra-curricular school functions scheduled for that day.

What are reasonable excuses to miss school?

- personal illness (a written physician's statement verifying the illness may be required
- appointment with a health care provider
- illness in the family necessitating the presence of the child
- quarantine of the home
- death in the family
- necessary work at home due to absence or incapacity of parent(s)/guardian(s)
- observation or celebration of a bona fide religious holiday

- out-of-state travel (up to a maximum of four (4) days per school year) to participate in a district-approved enrichment or extracurricular activity - any classroom assignment missed due to the absence shall be completed by the student.
- such good cause as may be acceptable to the superintendent
- medically necessary leave for a pregnant student in accordance with Policy 5751
- service as a precinct officer at a primary, special or general election in accordance with the program set forth in Policy 5725
- college visitation - the district requires verification of the date and time of the visitation by the college, university, or technical college.
- absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status
- absences due to a student being homeless

Students who arrive late to school must sign in at the main office.

Tardiness
Board Policy #5230

What happens if my student is late to school?

- Being on time for school is very important.
- Students are expected to be in their classrooms prior to the starting time. Students will be considered tardy if they arrive after that time.
- Excused tardy is one where the student has a specific doctor or dental note for that date and time or something from the court indicating that the student must be present for that specific date and time.
- Unexcused tardy is one that does not fall in the excused area.
- Violations for unexcused tardy will follow the discipline code and will be progressive. Whenever a student's tardiness becomes excessive or the reasons for a student's tardiness become suspect, the school attendance officer will be assigned to initiate an investigation and he/she may call Children's Services (CSB).

Dismissal
Board Policy #5230

What is the procedure if I need to pick my student up from school early?

No student may leave school prior to dismissal time without a parent or guardian either submitting a signed written request or coming to the School office personally to request the release. No student will be released to a person other than a custodial parent/ guardian without written authorization signed by the custodial parent/ guardian. A driver's license or other picture identification will be required.We discourage early dismissals for reasons other than doctor's appointments or emergencies. No student will be permitted to return to a classroom to pick up forgotten items after their dismissal time unless the student is accompanied by school staff personnel.

What will happen if I do not pick my student up at dismissal time?

- Our utmost concern is for the safety of our students.
- If a student is dropped off at school prior to the first bell, not picked up after any school event(within ½ hour), or the parent is not present at the bus stop when the bus arrives, any one of the following may occur:
    - A charge of $25.00 per hour or any part of the hour will be imposed;
    - Children's Services Board and/or Trotwood Police will be contacted;
    - The child will be transported to the Trotwood Police Department.

- Any change in routine dismissal procedure requires **written permission** from the student's parent or guardian. Please notify the office **1 hour before** dismissal. (This includes students walking, riding a city bus, or a school bus.)
- Changes will be allowed for emergencies only and must be approved by the Building Principal.

THERE WILL BE NO EXCEPTIONS TO THIS POLICY!

Vacations

What should I do if my vacation occurs during the school year?

- It is recommended that parents not take their students out of school for vacations.
- Removal could be subject to truancy regulations.
- Students going on trips or vacations should bring a note from their parent/guardian one week before the absence. These absences will be noted, but not excused.
- Make-up work must be arranged prior to the absence and must be turned in on the first day the student returns to school.