

Parent Handbook

2026-2027



**Ottawa Hills Elementary
School**

Dedicated to Excellence. Supported by Tradition.

3602 Indian Rd. | Ottawa Hills, Ohio 43606

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Message from the Elementary Principal

August 2026

Dear Green Bear Families:

I am excited to begin my first year as principal at Ottawa Hills Elementary School. My wife and I had lived in the Toledo area for many years and were fortunate to build close relationships with many families in the Ottawa Hills community. Through those connections, we witnessed firsthand the outstanding families that make up this school district. The level of expectation and support poured into each individual child is clearly evident and has fostered a long tradition of academic excellence.



Looking at my career, this will be my 6th year as a building principal. I previously served one year at Holland Elementary in Springfield Local Schools followed by 4 years in Holland Intermediate School. One of my most important positions towards my development was being a Social Emotional Learning coach for two years in Springfield Local Schools. That position solidified my focus on developing students as a whole child. I believe that developing a child's emotional intelligence is equally important as developing their intellectual intelligence.

Prior to my time in Springfield, I taught second and fourth grade in Perrysburg Locals Schools. This will always be a memorable experience, especially because I was able to have my children attend school with me at Frank Elementary.

As a leader, my responsibility is to create a positive and nurturing environment for both children and staff. When I refer to staff, I am also referring to secretaries, custodians, monitors, paraprofessionals, and volunteers. Students are most successful when positive and productive relationships are formed with aforementioned staff members.

Building relationships with families is an equally important task, and I try to make myself available and visible. Families and students can expect to see me first thing in the morning for arrival and at the end of day for dismissal. I expect my teachers to meet their students at their doors, and begin each day with positive interactions. Students can expect to see me in the classrooms, hallways, lunchrooms, playground, and many after school activities.

I look forward to my first year as a Green Bear! Please know I welcome your feedback and encourage your participation in our school. If you have any questions or concerns, please contact me at 419-536-8329 or aevans@ohschools.org. I look forward to a safe and successful school year.

Sincerely,
Andy Evans
Ottawa Hills Elementary Principal

Building Contact Information

Email Addresses

Principal: Andy Evans (aevens@ohschools.org)
Administrative Assistant Secretary: Julie Pawlicki (jpawlicki@ohschools.org)
Administrative Assistant/Attendance Secretary: Jeanie Hardman
(jhardman@ohschools.org)
Counselor: Elizabeth Proctor (eproctor@ohschools.org)
Counselor: Mary Beth Ellison (mellison@ohschools.org)
Nurse: Allison Burnett (aburnett@ohschools.org)
Attendance: ohesattendance@ohschools.org

Mailing Addresses

Ottawa Hill Elementary School

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

Ottawa Hills Local Schools

4025 W. Central Ave.
Ottawa Hills, Ohio 43606
Phone: 419-536-6371

School Hours & Calendar

School Hours

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

Lunch & Recess Hours:

GRADES	RECESS	LUNCH
1st, 2nd & 3rd	11:05–11:30	11:30–11:55
4th, 5th & 6th	11:30–11:55	11:05–11:30
K	12:20 – 12:45	11:55 – 12:20

2026/2027 School Calendar

Ottawa Hills Local Schools 2026/27 School Calendar

Board Approved December 17, 2025

August 2026						
Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19*	20	21	22
23	24	25	26	27	28	29
30	31					
* First Day of Instruction						

September 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23**	24	25	26
27	28	29	30			
** Early Release at 1:00 p.m.						

October 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22*	23*	24
25	26	27	28	29	30	31
*Parent/Teacher Conferences PLEASE LIMIT THE NEED FOR MAKE UP CONFERENCES.						

November 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4**	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
** Late Start at 10:00 a.m.						

December 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27**	28	29	30
31	** Late Start at 10:00 a.m.					

February 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19*	20	21	22
23	24	25	26	27	28**	29
30	31	*Early Release at 1:00 p.m. ** Last Day of Instruction & Graduation				

June 2027						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

 No School, Holiday

 No School, Teacher work day

 No School, School Break

 End of School Quarter

8/19 – First Day of Instruction

9/7 – Labor Day, NO SCHOOL

9/23 – Early Release at 1:00 p.m.

10/22 & 23 – NO STUDENTS, Parent/Teacher Conferences

11/3 – NO STUDENTS

11/4 – Late Start at 10:00 a.m.

11/25-27 – Thanksgiving Break

12/23–1/5 – Winter Break

1/18 – Martin Luther King Jr. Day – NO SCHOOL

1/27 – Late Start at 10:00 a.m.

2/12 – NO STUDENTS

2/15 – Presidents' Day – NO SCHOOL

3/22-26 – Spring Break

5/19 – Early Release at 1:00 p.m.

5/28 – Last Day of Instruction & Graduation

5/31 – Memorial Day, NO SCHOOL

 [View Common Religious and Public Holidays](#)

About Ottawa Hills Elementary School

The Mission Statement of Ottawa Hills Local Schools

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

Our Core Values

Our Core Values as stated in the 2022-2027 Ottawa Hills Local Schools Strategic Plan:

Adaptability	Empathy	Leadership
Collaboration	Equity	Tradition
Creativity	Excellence	
Diversity	Innovation	

The 4 Focus Areas of our Strategic Plan:

✓ Nurture a Joyful Pursuit of Learning:

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

✓ Create a Lifelong Sense of Belonging:

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

✓ Support a Comprehensive Approach to Modernization:

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

✓ Leverage Partnerships for Transformative Experiences:

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

Instructional Organization

Within a flexible grading structure, we seek to meet the individual needs of each of our students. Teachers at every grade level function as a team with a designated team

leader. The team of teachers at each grade level plans curriculum, testing, and special activities together. Achievement groups may be used to provide instruction in some subject areas and grade levels.

School Curriculum

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

Outdoor Education

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

Equity Mission Statement

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

"The Equity Mission of Ottawa Hills Local Schools was developed by Ottawa Hills Junior/Senior High School building administrators and members of Junior/Senior High School Student Council and OHStand to align with the student code of conduct, and school and community values."

Notice of Nondiscrimination

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

Jeff Pellerito

Student Services Director

Ottawa Hills Local Schools

4035 W. Central Ave. | Ottawa Hills, OH 43606

jpellerito@ohschools.org

Notice of Procedural Safeguards

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

Child Find

The Ottawa Hills Local School District has adopted and implemented policies and procedures that ensure the District identifies and locates every student residing within the District who may be a student with a disability, regardless of whether the student is currently receiving a public education. If you suspect your child may have a disability, please contact your child's teacher or the Student Services Director at (419) 536-6371.

Special Education Records

Parents have the right to examine all relevant education records of their child, including special education records. Pursuant to the requirements of the Individuals with Disabilities Education Act and Ohio law, student special education records must be retained consistent with the District's record retention requirements. Personally identifiable information that was previously collected, maintained, or utilized by the District and is no longer needed to provide educational services to students will be destroyed in accordance with the District's Record Retention Schedule unless the parent/guardian or

adult student notifies the District otherwise. Some education records (such as an individualized education program, i.e., "IEP") may be useful to parents/guardians or former students for other purposes, such as seeking accommodations for employment or higher education, applying for public benefits, insurance, etc. Should you wish to request copies of special education records, please contact the Student Services Director at (419) 536-6371 within the timeframes outlined in the District's Record Retention Schedule.

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

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

Family Educational Rights and Privacy Act (FERPA)

Under The Family Educational Rights and Privacy Act (FERPA) the student's parent or legal guardian* or the student (if the student is at least age 18) has the right to do the following:

1. Review the student's "education records."
2. Challenge information in the education record(s), which you consider inappropriate, inaccurate, misleading, a violation of privacy or other rights of your child, and to request that such information be changed or deleted.
3. Have an impartial hearing whenever a building administrator refuses to amend a record at your request.
4. Place a statement in the record telling why you feel any part of the record is inaccurate or unfair, in the event the hearing's outcome is not in your favor. In the event that the contested information is disclosed, the school must disclose this statement with it.
5. Provide or withhold your written consent needed for the school to reveal information in the record to any individual, agency, or organization outside the school district or otherwise by law exempted.
6. Receive a list of persons/agencies who have been permitted to see your child's records(s).

7. Report violations of these rights to the superintendent or designee or the Student Privacy Policy Office, (SPPOO), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202, (800-872-5327).

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

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

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

Nondiscrimination

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

Attendance Policies

Attendance Overview

The attendance procedures described herein are based on the belief that it is the responsibility of the student and his/ her parent(s) to maximize attendance at school. Missing too much school has long-term, negative effects on students, such as lower

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

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

- 30 or more consecutive unexcused hours in a month
- 42 or more unexcused hours in a school month
- 72 or more unexcused hours in a year

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

Reporting a Student Absent

Notify the school by 8:00 a.m. on the day of the student's absence by emailing ohesattendance@ohschools.org along with the student's homeroom teacher. In accordance with state mandates, documentation (such as a doctor's note for illness or appointment confirmation) must be provided to the office for all absences in order for that absence to be considered excused.

Excessive Absences

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

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

Excused, Unexcused, and/or Truant Absences

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

Excused Absence are one of the following:

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

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

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

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

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

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

Excused Absences

In accordance with state mandates, parents must notify the school of their child's absence each day. If the school is not contacted of the child's absence within the first hour of school, the parent/ guardian will be notified. Additionally, students reporting to school after an absence are to present, within three (3) school days, a written excuse from a parent/guardian to the attendance office in order to receive an excused pass.

Excused Absence: Family Vacations

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

Unexcused Absences

Unexcused absences are those which are not based on any of the conditions listed above. Unexcused Absences refer to absences from any portion of the school day without previous permission and knowledge of the parent/guardian or principal, and tardies in the mornings and after lunch. Truant and/or unexcused students are dealt with in

accordance with the school discipline code and will be marked on attendance records according to HB410 guidelines. Vacation absences that extend beyond the sixteen-day (16) limitation will not be excused.

Extracurricular Attendance

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

Tardiness

School starts promptly at 8:10 a.m. for grades K-6. Any student(s) arriving after the 8:10 bell or who are late returning from their lunch/recess period will be marked tardy. If your child is late to school, the parent/guardian is required to come into the main office to check-in with our Attendance Secretary.

Tardies count towards chronic absenteeism. Students can miss instructional time at any time of day, whether it is excused or unexcused. Being one hour late to school, leaving school two hours early, or leaving and returning midday for an appointment are all examples of hours away from instruction. These missed hours contribute to chronic absenteeism, and if they are unexcused, will also count toward habitual truancy.

Student Code of Conduct

The Bear Path Program

Ottawa Hills Local Schools places a strong emphasis on Positive Behavioral Intervention and Supports (PBIS) through collaborations among administrators, faculty, staff, students, and community organizations. The Bear Path Program creates common expectations for behavior throughout the school campus and focuses on Respect, Responsibility and Safety. Common expectations are established that include but are not limited to:

Be Respectful:

- Take Care of Yourself
- Take Care of Each Other
- Take Care of Our School

Be Responsible:

- Be On time
- Be Prepared
- Be a Positive Participant

Be Safe:

- Use Your Voice for Good
- Keep Your Body to Yourself
- Support One Another

The Bear Path Program at Ottawa Hills Elementary School is designed to implement proactive strategies to teach and support appropriate behaviors that foster teaching and supporting appropriate behaviors that result in a positive school environment. We continually strive to ensure the safety of our students, create opportunities for them to reach their full potential, and develop their character. We believe that introducing, modeling, and reinforcing positive social behavior is an important step in a student's educational experience.

The leadership of Ottawa Hills Elementary School includes a principal, two counselors, grade-level representation faculty, parent, and a student representative. These qualified professionals take leadership roles in promoting a school environment that is inclusive of, responsible to, and safe for its diverse members. Our faculty and staff are integral to The Bear Path Program and play a critical role in establishing a positive climate.

"The Bear Path Program was developed collaboratively by faculty and staff, students and building administration during the 2025-2026 school year to align with the Student Code of Conduct, and school and community values."

Honor Code

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

General Behavior Guidelines

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

Cheating is – but is not limited to:

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

Plagiarism is – but is not limited to:

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

Lying is – but is not limited to:

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

Behavior Expectations

1. Arrive at school no earlier than 8:00 a.m.
2. Running, loud talking, shouting, pushing, or shoving is not permitted anywhere in the school.
3. No gum chewing.
4. Never damage or write on any school property.
5. Vulgar or obscene language is not permitted.

6. Bullying behavior will not be tolerated. Bullying is defined as one or more students picking on another student and includes teasing, insulting, threatening, stealing, shoving, hitting, kicking, and purposely excluding.
7. Non-educational items brought from home should remain in the student's backpack. Teachers and staff reserve the right to confiscate items deemed to be a distraction in the learning environment. This includes cell phones, toys and fidgets not used for educational purposes.

Extracurricular Behavior

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

Lunchroom Behavior

1. Students should enter the lunchroom quietly, go to their assigned tables and remain seated while eating.
2. Throwing paper or food is not permitted.
3. Sharing of food is not permitted due to allergies and dietary restrictions.
4. Students should remain in the lunchroom until dismissed by the supervisor.
5. Each student is expected to clean up his/her own place.
6. No food or drinks are allowed outside.
7. Students should bring outside clothing suitable to weather conditions when coming to lunch so that it is not necessary to return to lockers.
8. In case of inclement weather, students should follow the directions of the noon-duty supervisors.
9. Students going home for lunch should not return to school until their designated end of lunch/ recess.
10. At all times during lunch, the front of school (Indian Rd.) and the circle side of the building are off limits for student play.
11. In order to maintain the health and safety of our students, no children may enter the kitchen at any time during the lunch hour. Students may only enter the kitchen during the school day and/or during after school programming with permission and in the presence of a supervising adult or teacher.

Classroom Recess

Teachers may choose to take their classes outside for a short, additional recess. All the guidelines for Lunchtime Recess apply for classroom recess. With teacher

discretion and permission, items may be brought to the classroom for use by all students during classroom recess with the understanding that the items are donated and become part of the classroom supply. The school cannot assume responsibility for damaged or lost items.

Inside Recess

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

Lunchtime Recess

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

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

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

10. Students engaging in unsafe behavior on the playground may be restricted from equipment and/or activity as appropriate.

Playground Rules

The following rules are for use on the playground:

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

Dress Code

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

Dress Code Goals

- Allow students to achieve educational objectives
- Promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes.
- Allow students to wear clothing of their choice that is comfortable.

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

Student Dress Code

- Hats, bare feet, sunglasses, transparent/translucent clothing, costumes, and pajamas are not permitted, except attire worn to accommodate religious observances.
- Students may not wear apparel, emblems, insignia, badges or symbols that promote or advertise the use of alcohol, drugs or tobacco, display sex-related slogans, promote violence or any other illegal or inappropriate activity, or display sex-related slogans.
- Clothing or accessories that could pose a safety risk when using or near flame (such as Bunsen burner) or machinery is not permitted in those environments.

Enforcement of Dress Code within the School Setting:

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

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

Personal Communication Devices

Personal Electronic Devices

Electronic devices are prohibited during school hours. These include cell phones, Smartwatches, iPods, handheld video games, laptops, and other such devices. Use of personal electronic devices during school hours may be subject to discipline.

Additionally, the internet posting or otherwise sharing of student/ school images by anyone without the principal's prior permission is strongly discouraged. School is not responsible for lost or stolen devices. Smartwatches and/or Cell Phones are not permitted during instructional periods unless specifically stated in a student's 504 or Individualized Education Plan.

Wireless Communication Devices

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

- Students are prohibited from using WCD's in any manner that violates existing student conduct rules.
- Students are also prohibited from using a WCD to capture and/ or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCDs to receive such information.
- Possession of a WCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.
- Violations of this policy may result in disciplinary action and/or confiscation of the WCD. The building principal may also refer the matter to law enforcement if the violation involves **suspected** illegal activity.
- Students are personally and solely responsible for the care and security of their WCDs. The Board assumes no responsibility for theft, loss, damage or vandalism to WCDs brought onto its property, or the unauthorized use of such devices.

Building Entry & Exit Procedures

- All students (K-6) enter and exit through the front pillar doors facing Indian Road.
- All parents/visitors enter and exit through the main office doors using the Raptor security system.

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

Students in grades 4-6 who remain at school to attend an after-school program will be expected to report to the homework room or study club junior while they wait for the program to start. Students who remain at school to attend after-school programs who do not have access to the homework room or study club junior must remain in the front lobby until their program begins. Supervision is not available during these times. All students who are not participating in after-school programs should not remain at school after the conclusion of the school day. YMCA after-school child care is available to all Ottawa Hills families and is provided onsite.

Children Who Walk To School

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

Bicycle Rules

Students in grades 2-6 may ride bicycles to school; however, the school will not accept responsibility for the safety of the bicycles. Locks are recommended. Parents are encouraged to contact the Ottawa Hills Police Department to complete a registration

card. Bicycle safety rules should be observed at all times. The Safety Patrol has the authority to report any breach of the following school safety rules:

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

Use of District Technology

Use of District Technology Overview

Use of the district computers and network, as well as access to the Internet, although useful and valuable for academics, is still a privilege that requires appropriate behavior. These technology resources are for the following purposes:

1. Support of the academic program
2. Telecommunication for academic purposes
3. General information and research

Use of district technology and access to the Internet must be in compliance with the school district's Acceptable Use Policy. In order to use the computers and other district technology, and/or access the Internet at school, students and parents must read the Acceptable Use Policy and sign the Acceptable Use Policy Agreement. By signing the Handbook Receipt, students and parents state that they have read and agree to the terms and agreements set forth therein.

Students may not access the school district's computer network with any personal electronic devices. Additionally, any attempt to bypass the district's Internet filters is prohibited by the Children's Internet Protection Act (CIPA).

Consequences of Inappropriate Use

Minor Acceptable Use Policy (AUP) Violations are determined by the District and are generally defined as actions that do not align with the District AUP Policy but generally do not cause significant distraction or disruption to the school learning environment, a student's peers, or any OH faculty or staff member. Minor AUP violations can include, but are not limited to, use of games or social media during academic instruction, any

attempts to circumvent content filtering, extensive non-curriculum communication, and access or attempts to access inappropriate and/or non-academic content.

Students who fail to follow the expectations of their classroom teachers or building administration and staff regarding technology use in their area may be given the following consequences for minor infractions for use during classroom instruction:

- **1st offense:** Warning/redirect by the teacher or administrator
- **2nd offense:** Office referral and a placement of a Tier One Restrictive Settings. This setting includes increased access restrictions through the District's GoGuardian filtering and monitoring software. The level of restriction and duration of placement in this setting are subject to administrative discretion.
- **3rd offense:** Loss of take-home privileges for the device, and a placement of a Tier Two Restrictive Setting. This setting includes full access restriction to only academic software and resources through the District's GoGuardian filtering and monitoring software. The level of restriction and duration of placement in this setting are subject to administrative discretion. Further violations may result in consequences deemed appropriate by the parent and administrator. Students who fail to promptly give the computer to requesting faculty members may receive further consequences as a result.

Major Acceptable Use Policy (AUP) Violations are determined by the District and are generally defined as actions that do not align with the District AUP Policy but generally cause significant distraction or disruption to the school learning environment, a student's peers, or any OH faculty or staff member. Major AUP violations can include, but are not limited to, using accounts or school networks for harassment/bullying, accessing inappropriate or pornographic materials, incidents or threats of violence, mention of weapons or words relating to harming others, any use of the school computer to induce harm or cause panic. and inappropriate use of Artificial Intelligence tools for means of cheating or plagiarism.

Major technology infractions can result in immediate and more serious consequences up to suspension/expulsion without a warning or redirection. The student will also have a placement of a Tier Two Restrictive Setting. This setting includes full access restriction to only academic software and resources through the District's GoGuardian filtering and monitoring software. Additionally, individual intervention plans will be developed for the student, which might include further consequences, such as loss of technology/device

privileges, device access limited to campus grounds, or extended restrictive placement settings.

Cost of Loss or Damage

The district will provide limited protection against incidental damage to and loss of the Chromebook through a Technology Protection Fund. This optional fund covers the Chromebook provided to the student under this agreement against all incidental damage or loss over \$30. Accessories (charger and case) and damages valued at less than \$30 are NOT covered and are the sole responsibility of the student and parents or guardians. A deductible fee that must be paid by student/parent/guardian of \$30 for damages applies; the fund will cover all expenses above the deductible amount. Coverage under this fund is 24 hours per day. Damage caused by negligence will not be covered by the Technology Protection Fund and will be the sole financial responsibility of the student and parents or guardians. It is the responsibility of the administrators to determine if damages are due to negligence or accident.

Incidents of damage to the Chromebook within a one-year period may result in a deductible amount as follows:

Screen Damages – \$30

Part/Hardware Replacements – Determined by Cost of Parts

Incidents of loss of a Chromebook over a one-year period may result in a deductible amount equal to the fair market value of the device.

OH Global Handbook

The OH Global Handbook can be viewed on the Technology Department's page of our website at: <https://www.ohschools.org/about-us/technology>

Software Piracy

Ottawa Hills High School supports legislation regarding software copyrights and the following policies shall be followed:

1. No unauthorized copies of software shall be placed on any school equipment for any reason.
2. No employee or student shall copy (pirate) any of the school's software for any reason.

Artificial Intelligence/Natural Language Processing Tools for School Work

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

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

Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.

Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.

Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.

Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.

Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read

texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

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

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

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

Student Technology Acceptable Use and Safety

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

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

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

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

While the Board uses various technologies to limit students using its Information & Technology Resources to only use/access online educational services/apps and resources that have been pre-approved for the purpose of instruction, study, and research related to the curriculum, it is impossible to prevent students from accessing and/or coming in contact with online content that has not been pre-approved for use by students of certain ages. It is no longer possible for educators and community members to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them) when significant portions of students' education take place online or through the use of online educational services/apps.

Pursuant to Federal law, the Board implements technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that

are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act (CIPA). At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor the online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using District Information & Technology Resources if such disabling will cease to protect against access to materials that are prohibited under CIPA. Any student who attempts to disable the technology protection measures will be disciplined.

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

Parents are advised that a determined user may be able to gain access to online content and/or services/apps that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to content that they and/or their parents may find inappropriate, offensive, objectionable, or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

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

Pursuant to Federal law, students shall receive education about the following: safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications; the dangers inherent with the online disclosure of personally identifiable information; the consequences of unauthorized access (e.g., 'hacking', 'harvesting', 'digital piracy', 'data mining', etc.), cyberbullying, and other unlawful or inappropriate activities by students online; and unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Staff members shall provide guidance and instruction to their students regarding the appropriate use of District Information & Technology Resources and online safety and

security as specified above. Additionally, such training shall include, but not be limited to, education concerning appropriate online behavior including interacting with others on social media, including in chat rooms, and cyberbullying awareness and response. Furthermore, staff members will monitor the online activities of students while they are at school.

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

All students who use District Information & Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines. See Form 7540.03 FI.

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

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

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

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

Security Cameras

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

Title IX

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

Ottawa Hills Elementary Schools' Title IX Coordinators

Name: Dr. William Miller

Title: Superintendent

Address: 4035 West Central Ave., Toledo, Ohio 43606

Phone number: 419 -536-6371

Email: afineske@ohschools.org

Name: Andy Evans

Title: Principal

Address: 3602 Indian Rd. Toledo, Ohio 43606

Phone number: 419-536-8329

Email: aevas@ohschools.org

Name: Ryan Wronkowitz

Title: Athletic Director

Address: 2532 Evergreen Rd., Toledo, Ohio 43606

Phone number: 419-536-8429

Email: rwronkowicz@ohschools.org

Consequences for Misbehavior

Positive Behavior Intervention and Supports and Limited Use of Restraint and Seclusion

In addition to a set of expectations, the Board of Education is committed to the districtwide use of Positive Behavior Intervention and Supports (PBIS) with students. Student personnel shall work to prevent the need for the use of restraint and/or seclusion. PBIS emphasizes prevention of student behavior problems through the use of non-aversive techniques, which should greatly reduce, if not eliminate, the need to use restraint and/or seclusion.

Professional staff members and support staff determined appropriate by the superintendent are permitted to physically restrain and/or seclude a student, but only when there is immediate risk of physical harm to the student and/or others, there is no other safe and effective intervention possible, and the physical restraint or seclusion is used in a manner that is age and developmentally appropriate and protects the safety of all children and adults at school.

All restraint and seclusion shall only be done in accordance with this policy, which is based on the standards adopted by the State Board of Education regarding the use of student restraint and seclusion. Training in methods of PBIS and the use of restraint and seclusion will be provided to all professional staff and support staff determined appropriate by the superintendent. Training will be in accordance with the state's Standards. Only school staff who are trained in permissible seclusion and physical restraint measures shall use such techniques. Every use of restraint and seclusion shall be documented and reported in accordance with this policy.

Corporal Punishment Policy

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

unruly pupils from class. However, the Board must approve any permanent exclusion from class.

Detention Procedures

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

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

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

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

Bear Path Discipline Matrix

Tier I: Minor Infractions (Teacher-Managed)

Examples:

- Minor classroom disruption
- Off-task behavior
- Failure to follow directions
- Minor disrespect
- Inappropriate language (non-profane)

- Unauthorized use of personal electronic devices
- Tardiness
- Minor technology misuse
- First-time PAWS Bear Path expectation violations

First Offense

- Verbal reminder/reteaching of the Bear Path expectations
- Student reflection or problem-solving conversation

Second Offense

- Teacher consequence (seat change, loss of privilege (recess), reflection form, restorative action)
- Parent communication

Third Offense

- Office referral
- Parent contact by administrator
- Possible detention

Tier II: Repeated or Moderate Infractions

Examples:

- Repeated Tier I violations
- Profane or vulgar language
- Insubordination
- Disrupting the educational process
- Bullying, teasing, or harassment (minor incidents)
- Forgery
- Leaving assigned area without permission
- Repeated technology violations
- Failure to attend detention

First Offense

- Office referral
- Parent notification
- Restorative conference
- Possible detention – Loss of Recess

Second Offense

- Detention- After School
- Parent notification

Third Offense

- Administrative conference with parents
- Behavior intervention plan or contract

Tier III: Major Infractions (Office-Managed)**Examples:**

- Fighting or assault
- Threats of violence
- Bullying resulting in harm
- Dangerous weapons or look-alike weapons
- Fireworks, explosives, bomb threats, or false emergency reports
- Theft
- Vandalism
- Leaving school grounds
- Tobacco possession or use
- Alcohol or drug possession, use, or sale
- Serious harassment or sexual harassment
- Violation of suspension rules
- Major technology violations involving safety or harassment

First Offense

- Immediate office referral
- Parent notification
- Investigation
- Possible detention, suspension, restitution, loss of privileges, or law enforcement involvement as appropriate

Repeated or Severe Incidents

- Suspension
- Recommendation for expulsion when permitted by Board policy and state law
- Restitution for damages
- Loss of extracurricular privileges

Suspension

The superintendent or principal may suspend a student for not more than ten school days. A student will have an informal hearing with the principal at which the facts of the matter will be presented. The student and his or her parent, guardian, or custodian shall then be given or sent a written notice from the principal or superintendent of the intent to suspend, the reasons for the intent, the date(s) of the suspension, the right of the student or parent to appeal, and the right to be represented. If the parents, guardians, or custodians wish

for an informal hearing after the student is presented with the written notice of suspension, they must make an appointment and meet with the principal within two school days, unless the time to meet is extended by the principal.

Appeal of Suspension to School Board's Designee

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

Expulsion

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

The superintendent will give the student, parent, guardian, or custodian of the student written notice of the intended expulsion, including reasons for the intended expulsion.

The student and parent or representative

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

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

Sexual Harassment and Bullying

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

Sexual Harassment

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

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

Bullying

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

Definitions

Bullying is defined as systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees and may involve, but is not limited to:

1. Unwanted teasing;
2. Social exclusion;
3. Threat;
4. Intimidation;
5. Stalking;
6. Physical violence;
7. Theft;
8. Sexual, religious, racial, or ethnic harassment;
9. Public humiliation; or
10. Destruction of property.

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or school employee that

1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
3. Has the effect of substantially disrupting the orderly operation of a school.
4. Bullying and harassment also encompass
5. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment that is not made in good faith is considered retaliation.
6. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by
 - a. Incitement or coercion;
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system;
 - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

Cyberstalking is defined as a means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Consequences

I. Committing an act of bullying or harassment

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

II. Wrongful and intentional accusation of an act of bullying or harassment –

Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the student code of conduct.

Reporting an Act of Bullying or Harassment

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

Investigation of a Report of Bullying or Harassment

1. The investigation of a reported act of bullying or harassment is deemed to be a school related activity and shall begin with a report of such an act.
2. The principal or designee shall initiate the investigation.
3. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential.
4. The principal or designee shall collect and evaluate the facts including but not limited to:

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

Notification to Parents/Guardians of Incidents of Bullying or Harassment

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

What To Do If You Are Sexually Harassed or Bullied

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

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

Hotline

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

Safer Ohio School Tipline

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

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

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

Information for Parents/Guardians

Enrollment Requirements

1. **School Age:** For entrance into kindergarten in the fall, a child must be five (5) years of age on or before the first full day of instruction in August. For entrance into the first grade in August, a child must be six (6) years of age on or before August 1 and must have successfully completed kindergarten. Early entrance testing is available for children whose birthdays fall between August 1 and December 31.
2. **Birth Certificate:** Upon entrance into the Ottawa Hills Schools, a birth certificate must be presented at the time of registration.
3. **Physical Examination:** Upon entrance into the Ottawa Hills Schools, each enrolling child must present a report of a physical (also dental for kindergarten) examination signed by a licensed doctor.
4. **Immunizations:** Every child, by Ohio law, must be vaccinated for DTP, polio, mumps, measles, rubella (MMR), varicella and Hepatitis B prior to enrollment. By Ohio law, the parent(s) must present written evidence within fifteen (15) days of enrollment of such immunizations to prevent exclusion from classes. For the most current immunization requirements and information, visit our Health Services page of our website:
<https://www.ohschools.org/about-us/health-services>.
5. **Change in Family Status:** If there has been a change in the family status such as a divorce or dissolution of marriage, the residential parent of the child shall notify the school and provide the office of the superintendent with a certified copy of the order or decree.

Forms

Parents must complete/update enrollment information annually for each of their children in the InfoSnap/PowerSchool Parent Portal. PowerSchool can be accessed from our website here: <https://www.ohschools.org/parents-myoh/powerschool>.

Student Fees

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

Teacher and Parent Communication

The Board of Education establishes policy for Ottawa Hills Local Schools, while the day-to-day operations and personnel matters are handled by the administration. To

ensure your concern receives prompt attention from the person best positioned to address it, we ask that you follow our established communication protocol:

1. Contact your child's teacher or the staff member directly involved
2. If the matter is not resolved, contact the building principal
3. If further assistance is needed, contact the superintendent
4. The Board of Education may be contacted if the matter remains unresolved after following steps 1-3

This process ensures issues are addressed efficiently at the appropriate level.

At Ottawa Hills Elementary, strong communication between teachers and parents is essential to supporting student success. Teachers are expected to maintain open, respectful, and timely communication with families regarding student progress, behavior, and classroom concerns.

Teachers will respond to parent or guardian messages ~~within 24 hours of receipt~~ in a timely manner to acknowledge that the message has been received. This initial response may be brief and is intended to confirm receipt of the communication. Teachers may take additional time beyond the initial ~~24-hour~~ acknowledgment to thoughtfully review the concern, gather relevant information, and, when appropriate, confer with administration or other staff members before providing a more detailed response or resolution.

In situations that require collaboration or further review, teachers are encouraged to reflect on the most appropriate and accurate response to ensure that communication is clear, consistent, and aligned with school expectations and procedures. Parents can expect that follow-up communication will be professional, respectful, and focused on supporting the student's academic, behavioral, and social success. This process ensures that concerns are addressed thoughtfully while maintaining a strong and collaborative home-school partnership.

Directory Information

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

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

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

Student Group Work

Working with classmates is an important part of learning in our school. Teachers will carefully design group activities to support learning, ensure that all students are included, and help groups work productively together. For this reason, teachers will typically organize and guide the formation of student groups and teams rather than having students choose their own groups or teams. This helps create balanced teams, supports positive peer interactions, and ensures that all students have an equitable opportunity to participate and succeed.

Health Office and Medication

Medication Administration

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

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

1. The principal or nurse receives a written request signed by the parent or guardian for the drug to be administered to the student.

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

Administration of Medication Form

The Administration of Medication Form can be found on the Health Services page of our website at: <https://www.ohschools.org/about-us/health-services>

Accident or Illness at School

School personnel may administer minimal emergency first aid. The parents will be called whenever there is a question of "treatment" or if a child seems ill enough to go home.

Therefore, it is essential that a responsible person be available by phone during school hours. Please update your child's emergency form in the office as the need arises.

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

Illness and Returning to School

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

Emergency Procedures

1. ***Inclement Weather:** If Ottawa Hills Local Schools are closed unexpectedly due to inclement weather, announcements will be made on local television and radio stations.
2. **Elevated Threat Alert:** Should the Office of Homeland Security issue an Elevated Threat Alert, the following will apply:
3. **Before School Hours:** Schools will be closed. All activities, events, and programs (including YMCA) scheduled for any district facility will be canceled until further notice. Consult television and radio stations for the continuing status of school closings.
4. **During School Hours:** Our school buildings will be secured and will remain open until regular dismissal time. If parents wish to pick up children earlier than dismissal time, they need to report to the school office to sign out their children. Students will NOT have the option to leave the building for lunch unless parents sign them out. Arrangements will be made to feed the children in school.

*In the event of inclement weather at dismissal time (tornado warning, active lighting, conditions which may impair student visibility), the principal may keep students in the building until weather conditions are deemed safe

5. **Building Evacuation:** In the event of certain building emergencies, students will be relocated to an evacuation assembly area or parent reunification site. Our evacuation sites are Ottawa Hills High School or Hope Lutheran Church at Secor and Indian Rds. Our Parent Reunification site is Epworth United Methodist Church at Valley View Dr. and W. Central Ave. Students will be released ONLY to parents/guardians with picture ID.

Adults Picking Up Children

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

Visiting our Building

Raptor

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

Visitors/Volunteers

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

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

Care and Maintenance of the School Building

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

Dogs/Pets in the Building

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

Open House

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

Lost and Found

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

Reporting to Parents

Formal progress reports (with the exception of kindergarten) are issued four times during the year: November, January, March, and May/June. In addition, interim reports showing each student's individual progress will be issued at the interim of each quarter. At the time of the first interim reports, parent-teacher conferences are scheduled to ensure direct communication with all of our parents. If parents have any concerns at other times during the year, they are encouraged to schedule a conference with the teacher or principal. Please note that grades are accessible through PowerSchool throughout the year.

Promotion and Retention

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

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth and development.

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

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

Third Grade Reading Guarantee

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

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

Definitions

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

Assessment of Reading Skills Program

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

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Promotion/Retention Under the Third Grade Reading Guarantee

Students who entered third grade after the 2013–2014 school year are subject to the 3rd Grade Guarantee legislation. No student shall be promoted to the fourth grade who does not attain at least the equivalent level of achievement designated by R.C. 3310.0710(A)(3) on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade unless the student is excused as outlined in the Third Grade Reading Guarantee.

Withdrawal

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

Homework Policy

Three Beliefs About Homework

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

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

We also believe that the nature of homework is necessarily influenced by the age of the student; that the purpose of homework changes over time. One way to articulate that transformation is to say that students go from "learning to read" to "reading to learn." In other words, early homework assignments are most often intended to build skills. Those skills are primarily in the areas of literacy and numeracy, but also include executive functioning skills like self-regulation and organization. Homework assignments then increasingly become more about reinforcing, expanding, and applying those skills in different contexts and toward different goals, including self-discovery, developing critical thinking skills, and a deeper exploration of various academic disciplines. An understanding of this evolving nature of homework is an important part of recognizing its connection to our district mission to promote lifelong learning and of recognizing the value of any given assignment.

Finally, we believe that the act of assigning homework implicitly involves at least three assumptions: (a) that the student will be completing the assignment and has the required skills to do so, (b) that the allotted time is sufficient for the student to do well, and (c) that the homework learning environment is conducive to

such work. To ensure that these assumptions are safely made, we believe it is important to work in partnership with students, families, and colleagues to understand each student's circumstances.

The Homework Team

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

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

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

The Evolving Nature of Homework

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

For Kindergarten through Second Grade: Students are introduced to fundamental skills in literacy, numeracy, and executive functioning. Those skills are modeled and students are given time to practice them

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

For Sixth through Eighth Grade: Students apply literacy, numeracy, and executive functioning skills toward increasingly independent and discipline specific learning tasks. Some modeling and practice continues as required.

For Ninth through Twelfth Grade: Students apply literacy, numeracy, and executive functioning skills toward independent and discipline specific learning tasks

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

School Counseling Program

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

Changemakers

Changemakers is a CASEL (the Collaborative for Academic, Social, and Emotional Learning) approved Social Emotional Learning curriculum that focuses on implementing

the following core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making and problem-solving. Changemakers was selected as an update from the Second Step curriculum because of its focus on educational equity, culturally responsive practices, brain- and developmentally-appropriate learning, trauma-informed care, and technology integration. These elements help build not only academic success but overall well-being in our students.

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

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

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

Multi-Tiered System of Support

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

Student Success Teams

Student Success Teams are school based problem-solving groups whose purpose is to assist teachers with intervention strategies to deal with the educational and emotional

needs of their students. Ottawa Hills Elementary School has a functioning team that meets to assist any teacher or parent who feels a student may need additional help beyond what the teacher is providing.

Intervention Services

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

Summer Intervention

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

Field Trips

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

Birthday Celebrations

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

Holiday Parties

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

Party Considerations

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

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

Federal Programs

Title I Information

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

Title I: Parents Right to Know

You have the right to know about the teaching qualifications of your child's classroom teacher in a school receiving Title I funds. The federal Every Student Succeeds Act (ESSA) requires that any school district receiving Title I funds must notify parents of each student attending any school receiving Title I funds that they may request, and the district will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and

- Whether the teacher is teaching in the field of discipline of the certification of the teacher;
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.

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

Title I: School – Parent – Student Compact

School Responsibilities:

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

Parent and Family Responsibilities:

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

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

Student Responsibilities:

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

Title I: Parent & Family Engagement Plan

The District Will:

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

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

The District Will:

Provide parents with resources to support student learning at school and at home. Historical examples include:

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

IN ADDITION, OTTAWA HILLS LOCAL SCHOOLS WILL:

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

Extracurricular Activities

Participation Fees

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

- There is a \$35.00 fee if your child plans to participate in either Brown Bag Chorus **or** Science Club.
- There is a fee of \$20.00 if your child plans to **only** participate in MathCounts.

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

Brown Bag Chorus

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

Science Club

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

MathCounts

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

Safety Patrol

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

Student Council

The Student Council is the student governing body of our school. Representatives are selected by their fellow classmates at the beginning of each school year. The

representatives report the council's business to their classmates. All students are urged to vote on suggestions that will help to unify and improve the school. The Student Council sponsors special activities and projects.