

Zane Trace Elementary School
“Home of the Little Pioneers”



Carve Your Path
Student Handbook
2025-2026



Dear Zane Trace Elementary Parents and Guardians,

Welcome to the 2025–2026 school year! As the principal of Zane Trace Elementary, I am excited to welcome you and your children back to school. I hope your summer was filled with rest, joy, and quality time with loved ones. We are eager to begin another year of learning, growth, and memorable experiences with our Little Pioneers. At Zane Trace Elementary, we are committed to supporting the academic, social, and emotional development of every student. Our dedicated team of educators is focused on creating a safe, inclusive, and nurturing environment where each child can thrive and reach their full potential.

As we begin this new school year together, I'd like to highlight a few key expectations and goals that will help us all work together toward a successful and rewarding year:

- **Attendance & Punctuality:** Consistent, on-time attendance plays a vital role in your child's learning and progress. Please help us by ensuring your child is ready and present each day.
- **Respect & Kindness:** We promote a school culture grounded in respect, kindness, and inclusion. These values help build a positive and welcoming environment for all.
- **Communication:** Strong partnerships between school and home are key. Don't hesitate to contact your child's teacher or the school office with any questions or concerns. We are here to work alongside you.
- **Family Involvement:** Your involvement makes a difference! Whether you attend school events, volunteer your time, or participate in our Parent Volunteer Group (PVG) or Family-Teacher Organization (FTO), your support is deeply valued.
- **Student Safety:** The safety of every student is our highest priority. Please review our safety protocols with your child, including procedures for arrival, dismissal, emergency drills, and internet use.

Our goal is to ensure every Little Pioneer feels supported, inspired, and excited to come to school each day. With your continued partnership, we know this will be a year full of growth, joy, and success. Thank you for trusting us with your child's education. We look forward to a wonderful school year and to celebrating every milestone along the way.

Warm regards,

Kelly A. Congrove

Principal, Zane Trace Elementary

SCHOOL CALENDAR 2024-2024



ZANE TRACE LOCAL SCHOOL DISTRICT CALENDAR 2025-2026



August 2025

Su	M	Tu	W	Th	F	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						

August

- 1-9 Ross County Fair
- 13 Teacher Work Day/Meet the Team Night
- 14 Staff PD/Orientation/Back to School
- 15 Staff Meetings/PD
- 18 Staff Meetings/PD
- 19 Students First Day
- 20-22 Kindergarten Staggered Start
- 25 All Kindergarten Students Begin

January 2026

Su	M	Tu	W	Th	F	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

- 15 Christmas Break - No School
- 4 Staff PD - No Students
- 8 Students Return to School
- 9 Grade Cards
- 16 Martin Luther King Day - No School

September 2025

Su	M	Tu	W	Th	F	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				

September

- 1 Labor Day
- 25 Parent-Teacher Conferences (1/4)

February 2026

Su	M	Tu	W	Th	F	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

February

- 5 2 Hr. Delay - Sausage Breakfast/Teacher Mtgs
- 16 President's Day - No School
- 18 Parent-Teacher Conferences (3/4)

October 2025

Su	M	Tu	W	Th	F	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

October

- 14 End of 1st 9 weeks
- 15 Teacher Work/PD Day - No Students
- 17 No School - COTA Day
- 24 Grade Cards

March 2026

Su	M	Tu	W	Th	F	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				

March

- 11 End of 3rd 9 Weeks
- 12 Teacher Work/PD Day - No Students
- 20 Grade Cards
- 26 Parent-Teacher Conferences (4/4)
- 27 2 Hr. Delay - Teacher Meetings

November 2025

Su	M	Tu	W	Th	F	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						

November

- 3 Election Day - Remote Day
- 5 Parent-Teacher Conferences (2/4)
- 6 2 Hour Delay - DLT
- 11 Veteran's Day - No School
- 26 No School - Conferences 1 & 2
- 21-25 Thanksgiving Break - No School

April 2026

Su	M	Tu	W	Th	F	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	

April

- No School - Conferences 3 & 4
- 3-6 Easter Break

December 2025

Su	M	Tu	W	Th	F	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			

December

- 17 End of 2nd 9 Weeks - Early Dismissal
- 18 Teacher Records Day - No Students
- 22-31 Christmas Break - No School

May 2026

Su	M	Tu	W	Th	F	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				

May

- 4 Election Day - Remote Day
- 14 Kindergarten Graduation
- 16 Graduation
- 21 Student's Last Day
- 22 End of 4th 9 Weeks/Staff Last Day

<ul style="list-style-type: none"> Staff/Teacher/Professional Development Holiday/No School Special Dates End of Nine Weeks Conferences Election Day Grade Cards 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Grading Periods</th> <th>1st</th> <th>2nd</th> <th>3rd</th> <th>4th</th> <th>Total Days</th> </tr> </thead> <tbody> <tr> <td>Student Days</td> <td>41</td> <td>40</td> <td>46</td> <td>46</td> <td>173</td> </tr> <tr> <td>Staff Days</td> <td>46</td> <td>42</td> <td>48</td> <td>48</td> <td>184</td> </tr> </tbody> </table> <p style="text-align: right; font-size: small;">Board Approved January 15, 2024</p>	Grading Periods	1st	2nd	3rd	4th	Total Days	Student Days	41	40	46	46	173	Staff Days	46	42	48	48	184
Grading Periods	1st	2nd	3rd	4th	Total Days														
Student Days	41	40	46	46	173														
Staff Days	46	42	48	48	184														

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00-047<https://www.vertex42.com/calendars/school-calendar.html>

8210 - SCHOOL CALENDAR

The Board of Education recognizes that the preparation of a calendar for the instructional program of the schools is necessary for orderly educational planning and for the efficient operation of the District.

The Board shall determine annually the total number of hours when the schools will be in session for instructional purposes with students in attendance - including scheduled classes, supervised activities and approved education options for the upcoming school year. When recommending a school calendar to the Board for its consideration and approval, the Superintendent shall analyze and address the factors identified in AG 8210.

At least thirty (30) days prior to adopting a school calendar, the Board shall hold a public hearing on the school calendar, addressing topics that include, but are not limited to, the total number of hours in a school year, length of school day, and beginning and end dates of instruction. "School day" means the time during a calendar day that a school is open for instruction pursuant to the Board-adopted schedule.

When establishing the school calendar, the Board requires that an observance be scheduled each year on or about Veterans Day to convey the meaning and significance of that day to all students and staff. The observance shall be at least one (1) hour, or, in schools that schedule class periods of less than one (1) hour, at least one (1) standard class period. The Board will determine the specific activities that constitute the observance in each school in the District after consultation with the school administrators.

While the Superintendent may close schools due to disease, epidemic, hazardous weather conditions, law enforcement emergencies, damage to a school building, utility failure, rendering the school building unfit for school use or inoperability of school buses or other equipment needed for school operations (collectively, "a calamity"), the schools nevertheless must be in session with students in attendance for at least the minimum number of hours required by Ohio law.

The Superintendent is authorized to develop and implement a plan for a virtual education delivery model in order to make up hours in that school year on which it is necessary to close school due to disease, epidemic, hazardous weather conditions, law enforcement emergencies, inoperability of school buses or other equipment necessary to the school's operation, damage to a school building, or other temporary circumstances due to utility failure rendering the school building unfit for use.

Each plan will be designed to ensure a continuity of learning for students during a school closure and will include the following:

- A. a statement that the qualifying school, to the extent possible, will provide for teacher-directed synchronous learning in which the teacher and students are interacting in real-time on a virtual learning platform during the closure;
- B. a description of the District's attendance requirements, including how participation of students be tracked and documented and how the school will reach out to students to ensure engagement during a closure;
- C. a description of how equitable access to quality instruction will be ensured, including for vulnerable populations such as students with disabilities and English Learners;
- D. the process that the District will use to notify staff, students, and parents that the school will be using online delivery of instruction;
- E. information on how teachers may be contacted during the closure, including via email, telephone, and/or the District's designated online platforms;
- F. a description of how the qualifying school will meet the technology-related needs of staff and students for online delivery of instruction.

The maximum number of hours that may be made up in this manner is the number of hours that are equivalent to three (3) school days.

The plan must include the written consent of the teachers' union, and address all of the requirements set forth in R.C. 3313.482. The plan must be approved by the Board by August 1st of each school year.

The school calendar and the number of hours of student instruction shall be consistent with the provisions of the collective bargaining agreements entered into between the Board and its employees.

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Legal

R.C. 3313.602, 3313.48, 3313.62, 3313.63, 3317.01 (B), 3313.482

Last Modified by Brenna Sparger on November 28, 2023

Zane Trace Local Schools

ADMINISTRATION

Superintendent

Tyler Wertman
740-775-1355 ext. 1102

Office Secretary

Heather Spencer
740-775-1304 ext. 1114

Elementary Principal

Kelly Congrove
740-775-1304 ext. 1115

Guidance

Tara Whitten
740-775-1304 ext. 2156

Middle School Principal

John Berry
740-773-9854 ext. 1117

High School Principal

Josh Jones
740-775-1809 ext. 1109

Board of Education

Todd Holdren- *President*, Brad DePugh- *Vice President*
Jim Bryan, Pam Tatman, Ben Buchwalter

Zane Trace Elementary Staff

Kindergarten

Sarah Bryant
Maggie Davis
Katie Lawrence
Gracie Mettler
Eva Welch

1st Grade

Kelly DeLong
Cassidy North
Sarah Keirns
Andrea Oyer
Renee Stephens

Intervention Specialists

Stephanie Havens
Brooke Miller
Ashton Ward
Morgan York

2nd Grade

Nicole Carroll
Carly Davisson
Jolene Jarrell
Carrie Wilhelm
Colleen Wilson

3rd Grade

Jillian Manson
Emily Stauffer
Leah Weaver
David Zeigler

Title Teachers

Rachel Sparks
Leah Davis
Kendra Grimm

4th Grade

Rebecca Bowers
Kim Branson
Jami Garrison
Madison Kelley
Lisa Mathis

Specials

Emma Domo- STEM
Trevor Thomas- Physical Education
Sarah Smith- Music
Regina Virgin- Library
Courtney Downs -Technology

Aides

Sarah Metter
Tanya Wycinski
Andrea Zitzelberger
Maeann Rapp (Office)
Jen Ruggles (Latchkey)

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EQUAL EDUCATION OPPORTUNITY

It is the policy of this District to provide an equal education opportunity for all students. The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired based on the traits of race, color, national origin, sex (including sexual orientation or gender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, Protected Classes) or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to as “Protected Characteristics”) or other protected characteristics as well as place of residence within District boundaries, or social or economic background.(See Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity).

Any person who believes that the School or any staff person has discriminated against a student on the basis of their race, color, national origin, sex (including sexual orientation or gender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, Protected Classes) race, within the boundaries of the District, or social or economic background, has the right to file a complaint. A formal complaint can be made in writing to the School District’s Compliance Officer listed below:

Josh Jones
High School Principal
740-775-1809
946 State Route #180 Chillicothe, OH 45601

Kelly Congrove
Elementary School Principal
740-775-1304
946 State Route #180 Chillicothe, OH 45601

Complaints will be investigated in accordance with the procedures described in Board Policy 2260. Any student making a complaint or participating in a school investigation will be protected from retaliation. The Compliance Officer(s) can provide additional information concerning equal access to educational opportunity.

MISSION STATEMENT-

The mission of Zane Trace Elementary is to inspire students in a safe environment to become responsible and respectful citizens. The whole child's well-being is to be considered in establishing and meeting academic, social, and emotional goals.

DAILY SUCCESSES

How can I make sure my child has a good day at school?

1. **Be on time for school daily.** If you are dropping your child off, please make sure that they arrive in the room between **8:40-8:50 AM**. Please do not drop your child off earlier than this. Please drop off using the passenger side of your vehicle in the drop off lane for your child's departure. Enter the Sulphur Spring Road entrance and drive in front of the school. Drop your child off in the coned areas out front. There is no adult supervision before 8:30 AM. The doors automatically unlock at 8:30 AM.
2. **Teach your child to respect adults at the school.** Talk positively about the staff in the presence of your child even though you may have an issue with something that happens at times. All school staff including secretaries, aides, cooks, bus drivers, and custodians, are responsible for the safety of your child.
3. **Teach your child to treat others the way he or she wants to be treated.**
4. **Check the weather before your child goes to school and dress your child accordingly.** Make sure he or she is neat and clean. Students will have recess if it is at least **25 degrees** outside, including wind chill.
5. **Discuss the handbook with your child.**
6. **Become involved in your child's education.** You can join the Parent Volunteer Group.
7. **Check your child's bookbag/binder every night.** Ask your child questions about what he or she did at school and about any work that he or she may bring home.
8. **Praise your child frequently.** Encouragement from both teachers and parents/guardians goes a long way in motivating your child to learn and exhibit good behavior.
9. **Let your child know there are consequences if they do not follow the rules at school.**

The staff of Zane Trace Elementary School wants every day to be a successful, positive learning experience for your child. This environment can be created with your support.

Zane Trace Elementary
Expecting Excellence Everyday!
Carve Your Path!

School Day

The student school day begins at 8:50 a.m. and ends at 3:08 p.m.

Board Policy po5200:

Ohio School State Law requires the attendance of all children. Students must be in attendance unless excused.

Excused absences shall include:

- Personal illness
- Illness in family
- Quarantine at home
- Death of a relative
- Medical appointments
- Observance of religious holidays
- Bus transportation failure
- Court appearance

Possible exceptions to the above list may exist and can warrant an excused absence deemed by the principal.

All absences during the school year need to be accompanied by a written excuse. Otherwise, an absence will be recorded as an unexcused absence.

The board has adopted the following attendance policy in accordance with HB 410, that passed on April 6, 2017, in the General Assembly, and signed by the governor in December, 2017.

Truancy and Court Involvement

HB 410 addresses how juvenile courts handle truancy.

Habitual Truancy will be determined in HOURS instead of days. A student is considered habitually truant if they have missed:

30 or more consecutive school hours

42 or more hours in one school month

72 or more hours in a school year

A student's family will be required to participate with an intervention team consisting of the principal, the guidance counselor, the school family engagement coordinator, and the parents, to remediate habitual truancy. This team will draw up an absence intervention plan.

If satisfactory progress is not made with school attendance with the interventions, a habitually truant student will be deemed "unruly child". Parents may also be charged with contributing to the delinquency of a minor if the child violates a valid court order (VCO), which is the only way a child can receive a

delinquency charge related to truancy. [ORC2152.021(A)] The maximum bond parents, guardians, and caregivers can be required to give is \$500.00 [ORC3321.38].

If it becomes necessary for the student to leave school during the day, parents should **send a written note** and must sign the student out in the office. Should the student become ill at school, the parent or designee will be contacted and requested to pick up the child. If this is impossible, then we will try to bring the child home or allow the child to remain in the school office. Parents should use discretion in sending their children to school if they are complaining of headaches, stomach aches, etc. Most often, the children who are sent home were ill when they arrived at school.

When a child returns to school after an illness, the student will be permitted to stay in at recess by parent request for two days. After the two days, the student must have an excuse from the doctor to stay in at recess.

It is wonderful to strive for perfect attendance, but if your child is not feeling well the school day can be very long. Please use good judgment when deciding whether your child is well enough to come to school. Children who have a fever, are throwing up, or have diarrhea should not be at school.

Vacations

Thirty hours (5 days) during the school year is permissible for family vacation only through **prior notice and arrangement** with the building principal per board policy. Work that is missed will be made up upon return from the vacation.

How long will my child have to make up work missed during absences?

A student who has been absent for excusable reasons will have one day for every day of absence to make up missed work. For example, if the student misses five days, the student will have five days to make the work up.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The purpose of this notice is to provide you with information regarding your rights under the Family Educational Rights and Privacy Act (FERPA). Parents of students, adult students, and former students who wish to review any or all of the school records pertaining to the student should contact the building principals for an appointment. The records will be reviewed with school personnel and parents may have copies of the records for the cost of the copying. If parents or adult students believe something in the records is inaccurate or misleading, they may request that it be corrected or they may have comments added to the record. If the principal and the parent or adult student cannot agree, the latter may contact the superintendent for a hearing. FERPA also allows a school district to identify certain information as “directory information” which may be released without prior consent of the parents or an adult student. Zane Trace Local Schools considers the following to be “directory information”: A student’s name, address, telephone number, date and place of birth, and dates of attendance.

If you do not wish for the information to be released without consent, please contact the building principal in writing within 10 days of the posting of this notice. If school district contacts do not receive your notice by that date, the district will consider this to mean that you have no objections to the release of this information.

MISSING CHILDREN'S ACT

The Missing Children's Act was passed on April 9, 1985. The law is an attempt to put into statute a process by which missing children can be identified and located quickly.

As we are now required by law to do, we are asking the following of all Zane Trace parents:

1. **If your child will be absent from school please call the office at 740-775-1304 between 8:45 and 9:15 AM.** Many calls are received during this time, so please be brief by giving your child's name and teacher's name.
2. Parents who do not have a phone are asked to notify the school of their child's absence in one of these ways:
 - a. Using a neighbor's phone
 - b. Sending a note to the office with a brother or sister, neighbor, or bus driver
 - c. Coming to school to notify us in person
3. If the school is not notified of a child's absence by 9:30 AM, the school is required to notify the parents that the child is missing.
4. **When your child returns to school, please send a written note stating the reason for the absence.**

DROP OFF PROCEDURES

What time should my child arrive at school?

Those students not transported by bus should arrive at the school NO LATER than 8:50 AM. This means that the student should be ***in the classroom*** at this time. **Students may be dropped off between 8:30 and 8:50 AM.** There will not be adult supervision for your child until that time. Parents wishing to drop their child off for breakfast should do so between 8:30 and 8:40 AM. **The school will not be responsible for the supervision of students before this time.**

Where do I drop off my child in the morning?

Parents should enter the school grounds on Sulphur Spring Road near the superintendent's office when dropping off their child. Proceed in front of the building and pull up to the curb in front of the elementary to drop your child off. Pull up to as far as possible in the coned off area to drop off your child. The student may get out of the vehicle **on the passenger side** anywhere along the coned area. Staff members will be on the sidewalk to make sure that students walk into the building safely.

You may walk your child to the front door if you are bringing them, however, your child will walk to their classroom by themselves. We will have teachers at the door to take kindergartners to class the first month of school. It is very important that the children become independent and able to walk to class on their own.

Parents who pick up their child **at the end of the day (3:08)** should send a note in the morning to the student's teacher. When picking up your child, please park in a designated area. Parking along State Route 180 is prohibited because of safety. **Please go to the designated area listed on your beginning of the year letter to pick up your child/family. You can remain in your car until the students are brought to the zone around 3:05-3:08. Please stand outside the doors.**

Pick-Up Zones:

Red Zone:

End of Second grade hallway/wait on the playground area for teacher to bring students

White Zone:

Office door/ wait on sidewalk for teacher to bring students

Blue Zone:

High School entrance/wait on sidewalk for teacher to bring students

The pickup bell rings at 3:08 PM. Students not picked up at the designated time will be sent to Latchkey and the parent will be billed Latchkey fees. Students riding the buses will be dismissed at 3:08 PM. Parents with multiple children in the elementary will pick up all children in the zone of the youngest child.

What if I need to pick up my child during the day?

Please send a note to give to the student's teacher if your child will be picked up during the day. If you forget to write a note or have a last minute change of plans, please call the office **BEFORE 2:00 PM.**

We ask that there is no change in pick-up information after 2:00 PM.

No student may leave school prior to dismissal time without a parent or guardian either submitting a signed written request and without the permission of the Principal. No student will be released to a person other than a custodial parent(s) or guardian without a written permission note signed by the custodial parent(s) or guardian.

FREQUENTLY ASKED QUESTIONS

How do I get a message to my child?

Written or telephone messages from parents to students are to be handled through the office. Only when permission has been given by the office can students use the school telephone.

Where is lost and found?

Children who lose an item can check the lost and found box in the hallway by the first grade hallway. A student should report a lost item to the teacher and/or office.

Is my child allowed to have electronics at school?

Children are **not permitted** to bring items such as cell phones, electronic devices, or money (except for lunch or school supplies) since these items are costly and easily lost or stolen. The school cannot be responsible for the loss of these items. *If your child has a cell phone for after school, it should remain turned off in his/her bookbag.* If an electronic is found, it will be sent to the office for parental/guardian pickup.

What if my child needs emergency medical treatment?

Any accident occurring on the way to, from, or at school should be reported to the office as soon as possible.

The office will use information on Final Forms. Every child's family needs to complete these for their child. You may go in at any time to make changes as necessary.

In the event of a serious accident and parents or guardians cannot be located, the principal, after checking Final Forms for further directions, will follow the appropriate course of action.

What if there are changes in family and medical information?

Parents should update their child's profile in Final Forms if there are any changes.

If the family status changes because of divorce or legal separation, or if the child lives with someone other than his/her natural mother and father, proof of custody or guardianship must be provided to the school office.

What if my child needs to take medicine at school?

Many students need to take prescribed medications during the school day. The school nurse (principal or secretary when the nurse is out of the building) will administer medications. For the legal protection of those persons having to administer medications, the Board of Education has established this policy:

- All prescribed medications must be brought to school by the parents.
- Parents must have their doctor notify the school in writing of the prescribed dosage, proper storage, useful life and correct administration to the prescribed medication.
- Parents must sign an authorization letter and liability disclaimer for the school.
- Patent or non prescribed medications such as aspirin, cough syrup, throat lozenges, etc. shall be exempt from this policy.
- Parents are discouraged from sending these types of medicine with their children.

What options does my child have for lunch?

The school cafeteria begins serving lunch to elementary students at 11:30 AM. Each student uses their student ID number. A monthly menu will be sent home with your child. A light breakfast is also available to your child each morning. Students may pack their lunch if they wish. ***The elementary lunch hour is closed to visitors.***

How often does my child have recess?

Recess is supervised in order to prevent accidents or other problems which may arise. Safety is a huge priority on the playground and in the building. ***Students may not wear flip flops without backstraps on the playground. Sandals must have a back strap.*** Kindergarten, first, and second grades have two recesses. Third and fourth grades have one recess per day.

Teachers will go over the rules with the students. Please see the school wide behavior rubric on page 13.

What if I need to transfer my child to another school?

If a parent plans to transfer their child to another school, the parent must notify the principal. A transfer will be authorized only after the parent has registered at the new school and signed a records request, returned all school materials, and paid all fees and fines that are due. School records may not be released if the transfer is not properly completed. Parents are encouraged to contact the elementary office for specific details.

How do I join the FTO?

The Zane Trace Family Teacher Organization is a support group in our school district. All parents, friends, and followers are invited to become active members in this organization. Information will be sent home with your child. The FTO presents a check to the elementary, middle school, and high school each fall as a result of their hard work at the Zane Trace Sausage Booth at the Ross County Fair.

What is the Parent Volunteer Group (PVG)?

The PVG is comprised of a group of elementary parents that meet monthly to discuss projects and fundraisers for the Elementary School. One of the most popular nights throughout the year for the students is Family Fun Night. The PVG also sponsors the elementary field trips, Teacher Luncheon, Christmas Santa Shop, Mornings with Mom, Donuts for Dad, and Breakfast with Santa to name just a few projects. Please call the elementary office for more information if you are interested in joining.

What is the procedure for school visitors?

Any person picking up students must call the elementary office and let the secretary know what child you are picking up. The office personnel will get the student and bring them to you. The secretary/principal may request ID if the person picking up the child is unfamiliar to them. Only those adults listed on Final Forms will be allowed to pick up your child.

If you have a meeting in the building with personnel concerning your child, please check into the office and get a visitor's sticker. You will be escorted to the room where the meeting is taking place by a member of the staff. Any other circumstance to allow a visitor into the building is up to the discretion of the building principal or designee.

Will my child visit the school library?

Students will spend approximately 30 minutes each week in the school library. Students in grades K-3 may check out one book per week. Students in grade 4 may check out two books. Students who forget their book(s) on library day will forfeit checking out any other book until the library book that was forgotten is returned. Any time a book has a torn page, please return it to the library and do not attempt to repair the book at home. If the book is damaged beyond repair, the student will be charged for the shelf card cost of the book. Two weeks will be given to find a lost book. After that period of time, a notice of the lost book will be sent home with the cost of the book. The student will have two weeks more to pay for the book. Students shall not check out any other books until the cost of the book is paid or the lost book is found. Magazines may not be taken home.

Will my child have guidance class?

Mrs. Whitten is the elementary guidance counselor. She is available for student counseling on an individual basis, but she also conducts group guidance classes with each grade level in the elementary. Mrs. Whitten oversees all elementary standardized testing. Integrated Services provides social services and counseling to our students with permission.

What if my child needs speech services?

Zane Trace has its own speech pathologist. The speech pathologist works with small groups and sometimes entire classes. Parents should confer with the child's teacher first if they have concerns about their child's speech.

Does the school have emergency drills?

The school complies with all fire and safety laws and will conduct fire, tornado, lockdown, and evacuation drills in accordance with state law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building.

Tornado drills will be conducted during the tornado season using the procedures provided by the state. The alarm system for tornadoes is different from the alarm system for the fires and consists of an air horn warning signals. One evacuation drill and one lockdown drill will take place during the year as well. Practices are held by the classroom teacher at the beginning of the school year to acquaint the students with drill procedures.

Is there an emergency shelter at Zane Trace?

An emergency plan to deal with both natural and manmade disasters is a mandated part of today's school operation. Provisions have been made to provide the best emergency plan possible for our students using what resources we have available to us. Students are instructed in safety procedures to provide maximum protection to the vital areas of the body from flying glass and other debris. Practices are held so that all students know the procedure.

How often will my child have grade cards?

Zane Trace Elementary operates on four nine week grading periods. Grade cards are issued at the end of the nine weeks. Kindergartners will receive a more specific report of what skills are mastered or need improvement. Parents are encouraged to check Progress Book online to track your child's grades throughout every nine weeks. Usernames and passwords are available in the office after fees are paid.

Does Zane Trace have Parent Teacher Conferences?

Parent teacher conferences take place four times a year. (Please check the school calendar for specific dates.) These conferences help to provide a better understanding of what your child's strengths and weaknesses are. Talking face to face with your child's teacher will help you to help your child at home. Appointment times will be sent home with grade cards. Please sign in at the table in front of the office when you arrive for your child's conference and then proceed to your child's classroom. Conferences are available in person, by phone, or by Zoom.

What kinds of textbooks are used?

The Zane Trace Local Board of Education, pursuant to Ohio Law, furnishes textbooks to each and every student. Such books represent a major investment of local funds. The school encourages each student to give proper care and attention to the textbooks he/she is assigned. Occasionally, a student will exceed the one year's normal wear which they are entitled to with each textbook. Such excessive wear is charged to the student at the end of the year.

Workbooks are used in conjunction with the textbooks. Students are furnished a list of these workbooks at the beginning of each school year. The cost of these workbooks is the responsibility of the student's parents.

Will my child be able to celebrate his/her birthday?

Monthly birthday parties are scheduled for 2:30 on the last Friday of each month in grades K-3 at the teacher's discretion. Treats should be brought to school in the morning by the student or the parent can bring it to the office. **Treats should be purchased and prepackaged with ingredient labels due to safety concerns.** Treats are to be eaten in the classroom. Due to carpeting there are special rules for some rooms about types of drinks that will be allowed. Please check with your child's teacher.

Is my child allowed to have toys at school?

Students are not permitted to bring toys to school. This includes fidget spinners, bats, balls, ball gloves, cars, stuffed animals, and games. Recess basketballs, jump ropes, etc. are provided for the students.

Is there a dress code?

Some clothing can be in bad taste and can be disruptive. It will be the judgment of the principal in determining disruptive and general appearance. (Example: alcohol ads or derogatory remarks). Students may wear pants, jeans, shorts, skirts, and dresses of reasonable appearance and length. Midriff, halter tops, and see through clothing will not be acceptable. The principal will decide if there is a question that clothing is inappropriate.

Students are NOT permitted to wear flip-flops to school. Flip flops present a safety concern on the playground. The wooden mulch can easily go through the bottom of the shoe, toes can be stubbed on the black top, and the shoes easily come off their feet. As a rule, if the shoe has a strap that goes around the heel to keep the shoe on, it will be OK to wear it to school. The shoes that are the main concern are the thin flip-flops that are usually worn to the pool or the beach. For health reasons, shoes are to be worn at all times.

Will my child go on field trips?

Properly planned and executed field trips are a valuable educational experience which can provide both the student and teacher with a rewarding experience. Trips made within the immediate community and not requiring bus transportation (nature walk, etc.) will be approved by the principal. Trips requiring bus transportation require approval by both the principal and local superintendent. Also, a signed parental permission slip from each student is required. Parents will be well informed of the impending trip and adequate supervision regardless of trip length will be provided. Parents of students going on field trips are often called upon to aide in the supervision of the students.

What if I need to meet with the principal?

The chain of command must be followed before coming to the principal. A discussion with your child's teacher or bus driver needs to take place **before** meeting with the principal. Please call the elementary and set up an appointment if a conference is needed. Some appointments can be made the same day, but others may be set up a day or two afterward according to the teacher's or the principal's availability. Family members showing any kind of disrespect or abuse to employees will be asked to leave and reschedule at another time.

CLASSROOM DISCIPLINE

Teachers will be using Class Dojo. Teachers will use PAX strategies in the classroom. PAX means "peace". Students will be rewarded as PAX leaders as they follow the school rules of Be Respectful, Be Responsible, Be Safe, and Be Kind. Please make sure you sign up for this powerful messaging software. Your child's teacher should send you an email to activate. Messaging on Dojo is the BEST way to communicate with your child's teacher besides face to face conferences.

Our School Wide Rules

The elementary incorporates Positive Behavioral Intervention Supports. Students will earn points and rewards for achieving the expectations that have been set. The teachers will also use PAX (Peace) strategies to help with maintaining a conducive learning environment. Please see the information and rubric on the following pages.

ABRE will record any conduct referrals. Contact with parents will be made if there is an office referral sent to the principal for a conference with a student.

STUDENT CODE OF BEHAVIOR

Introduction

This statement is prepared to assist in developing and maintaining an appropriate learning environment in the schools so that the best possible education can be maintained for the youth of our community. In keeping with the general theme of this handbook, all of our discipline expectancies are listed on the following pages.

As much as possible, policies have been developed to provide firm guidelines for discipline so that the disciplinary action called for is fair and consistent. However, there may be times when extenuating circumstances may exist, in which case teachers and administrators, after weighing the evidence, may vary from the prescribed policy.

The statement on suspensions, expulsions and removals, and the student code of behavior have been developed to communicate what is expected of students in the way of behavior and also to assure them of their rights and appropriate due process.

Pupils are reminded to ask when in doubt about school rules and their meanings. Use of good logic and common sense will help eliminate the need for disciplinary action.

The types of conduct listed below in the Student Behavior Code shall result in disciplinary action which may include suspension, removal and expulsion.

Teacher's Authority

All students are under the absolute jurisdiction of every teacher in the Zane Trace Local School District during the school day and at any school function. Any student who refuses to acknowledge this authority, who is disobedient and refuses to comply with the directives of a teacher, or who is generally disrespectful in his/her actions shall be accompanied by the teacher to the principal's office for disciplinary action and assigned behavior intervention. This action will take into account any record of previous infractions of school rules to which the student may have committed.

Positive Behavior Interventions and Supports

Positive Behavior Interventions and Supports (PBIS) is an approach to supporting students to help them become successful in school. It is a program that was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through interventions ranging from a school-wide system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.



Zane Trace Elementary



Expectations	All Settings	Cafetorium	Restroom	Hallway	Playground	Bus/Car
Be Respectful	<ul style="list-style-type: none"> Treat others how you want to be treated Listen and speak politely Do as asked 	<ul style="list-style-type: none"> Be polite & use inside voices Use table manners Listen to adults Eat only your food 	<ul style="list-style-type: none"> Keep area clean "Flush" Dispose of trash properly Respect privacy Be polite to all 	<ul style="list-style-type: none"> Walk quietly Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> Share with others Be a team player & a good sport Invite others to play with you Use kind words 	<ul style="list-style-type: none"> Seat to seat Back to back Eyes forward
Be Responsible	<ul style="list-style-type: none"> Be prepared Turn work in on time Do your best 	<ul style="list-style-type: none"> Get supplies before sitting down Raise your hand for assistance Clean up after yourself 	<ul style="list-style-type: none"> Go at the appropriate time Conserve water, soap, & toilet paper Use restroom properly "Flush" Promptly return to room Wait your turn 	<ul style="list-style-type: none"> Follow directions Show your Pioneer "P.O.W.E.R." 	<ul style="list-style-type: none"> Report problems to adults after trying to solve with words first Take care of playground equipment Report injuries or broken equipment to an adult 	<ul style="list-style-type: none"> Hands to self Use quiet voice(s)
Be Safe	<ul style="list-style-type: none"> Keep hands, feet, & objects to yourself Walk quietly in building Tell an adult if someone is in danger 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Walk at all times Remain seated 	<ul style="list-style-type: none"> Wash hands Walk at all times 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Walk at all times 	<ul style="list-style-type: none"> Leave rocks, dirt, and mulch on the ground Stay where adults can see you Keep hands, feet, & all body parts to yourself 	<ul style="list-style-type: none"> Follow bus rules Walk on the sidewalk to & from the bus or car Stay with pickup person

Pioneer P.O.W.E.R.

Practicing Outstanding Work & Everyday Responsibilities

What is PBIS?

Positive Behavioral Interventions and Supports is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. The foundation of PBIS at Zane Trace Elementary is the 3 building-wide expectations:

- Being Respectful
- Being Responsible
- Being Safe

Teaching Expectations

During the school year, students will be taught how to behave according to the 3 expectations. Teachers will help students learn what the expectations "look" and "sound" like in all settings during the day.

Behavior Tracking

Even with clear expectations and positive reinforcement, sometimes students will misbehave. To address inappropriate behavior, the school handbook will continue to be used.

Behavior Matrix

The behavior matrix is a detailed description of expected behaviors in each setting of the school. For example, in the cafeteria it is respectful to say 'Please' and 'Thank you'. It is responsible to clean your space. The matrix will be posted in classrooms, around school, and sent home.



PROUD TO BE A PIONEER!

How you can help!

To be successful, our behavior program needs to be a partnership between home and school. Throughout the school year, the PBIS team will send updates and information about PBIS through Dojo. We invite your comments, concerns, and ideas to make PBIS work at our school.

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate actions. Each student will earn incentives for meeting/exceeding behavior expectations. When goals are met, students will enjoy participating in periodic school-wide celebrations.



Positive Behavioral Interventions & Supports

www.zanetrace.org



HOMWORK

The assignment of homework is at the discretion of the teacher. Developing the organization and self-discipline to regularly complete homework assignments is a significant goal of our elementary program.

The student's responsibilities for homework include:

- *keeping track of homework assignments;
- *handing in homework assignments that are completed with original work (done by the student);
- *punctual (handed in on time);
- *carefully and neatly completed.

The parent's responsibilities include:

- *assisting their children in finding a well-lit, quiet place to work;
- *establishing a regular time to complete homework;
- *being available to provide help when their child is confused about an assignment;
- *helping the child develop ways to keep track of assignments in an organized manner;
- *showing that they care about homework (and school in general) by asking questions about the lesson and insisting that he/she keep up with assignments.

BUS TRANSPORTATION

Bus transportation is a **privilege** for those who can ride safely to school exhibiting good behavior. The bus schedule and route is available by contacting the transportation supervisor at 740-775-7287.

PUPIL MANAGEMENT FOR TRANSPORTATION

Pupil management and safety instruction policies shall include the following (OAC 3301-83-08 ©):

- Pupils shall arrive at the bus stop before the bus is scheduled to arrive.
- Pupils must wait in a location clear of traffic and away from the bus stops.
- Behavior at school bus stop must not threaten life, limb or property of an individual.
- Pupils must go directly to an available or assigned seat so that the bus may safely resume motion.
- Pupils must remain seated, keeping aisles and exits clear.
- Pupils must listen for directions and instructions, and obey the driver promptly and respectfully.
- Pupils must not use profane language.
- Pupils must talk quietly and not distract the driver.
- Pupils must not fight, wrestle or possess any harmful items.
- Pupils must refrain from eating and drinking on the bus, except as required for medical reasons.

- Pupils must not use any tobacco products on the bus.
- Pupils must not have alcohol or drugs in their possession on the bus, except for prescription medication required for the student.
- Pupils must not throw or pass objects on, from, or into the bus.
- Pupils may carry on the bus only objects that can be held in their laps. These objects shall not extend beyond the student's lap nor should they block any part of the child's face (see paragraph (J) of Rule 3301-83-20 of the Administrative Code).
- Pupils must leave or board the bus at locations to which they have been assigned, unless they have parental and administrative authorization to do otherwise.
- Pupils must not put their head or arms out of the bus window.
- Guidelines will be formulated for the use and storage of equipment and other means of assistance required by pre-school and special needs children.
- Drivers must have access to appropriate information about the child to the degree that such information might affect safe transportation and medical well being. This information must be written on the yellow transportation emergency cards. All such information is strictly confidential.
- At the bus stop, pupils must stay at least 10 feet from the road and, when necessary, cross at least 10 feet in front of the bus when signaled by the driver.
- When exiting the bus, pupils must go directly to their designated place of safety.

BUS SAFETY INFORMATION

Boarding/Disembarking Waiting for the Bus:

1. Wait quietly for the bus to come.
2. Do not play in or near the street.
3. Stand back (at least 10 feet) from the road as the bus approaches.
4. Give the bus driver room to stop.

Boarding the Bus:

1. If you must cross the road to get on the bus,
 - a. Wait until the driver stops the bus and opens the door
 - b. Look at the driver and wait for them to wave you across the road
 - c. Check the traffic in both directions
 - d. Walk at least 10 feet in front of the bus (so that you can still see the driver)
2. Form a single line and do not crowd, push or run.
3. Use the front door only.
4. Use the handrail to take the steps one at a time.
5. Go directly to your seat and remain seated.

Leaving the Bus:

1. Stay seated until the bus stops and the doors open.

2. Do not push or shove, but move quickly.
3. Exit by the front door only.
4. Use the handrail and take the steps one at a time.
5. If you do not have to cross the road, walk immediately away from the bus.
6. If you must cross the road,
 - a. Walk forward along the edge of the road until you can see the driver and stop (10 feet)
 - b. Look at the driver and wait for them to wave you across the road
 - c. Check traffic in both directions and cross the road quickly (don't run)
 - d. Help smaller children across the road safely
 - e. Never stop in front of or beside the bus. If you drop something, get the driver's attention before you try to pick it up.
 - f. Students must be released to an adult or have a safety plan approved by the principal prior to the drop-off- if no plan is in place, student will be ride back to school to be picked up and parents will be charged latchkey fees

Special permission

Only when permission has been granted by the Principal can a student:

- *ride a bus other than one assigned to him/her;
- *board or leave a bus at points other than those designated;
- *secure other transportation home when transported by bus.

ELEMENTARY BUS POLICY

2024-2025

The bus driver is responsible for the safety of students on the bus. The students are under the authority and directly responsible to the bus driver. All bus drivers shall have assigned seats. Students shall not be permitted to change seats when others get off the bus.

Ohio School Transportation regulations state that the unmanageable and/or disorderly conduct by a student shall be sufficient reason for refusing transportation to any student (EDP-91 906: Section B). In an effort to maintain good order and discipline on the bus routes, the following policy will be in effect in the interest of student safety on all school buses. The following steps will be followed when a student creates a bus disturbance in order to correct bus behavior:

TIER ONE DISCIPLINE (DRIVER)

Tier one discipline offenses shall include such things as out of seat, inappropriate language, disrespectfulness, etc.

HAVING A POSITIVE ATMOSPHERE ON THE SCHOOL BUS IS IMPORTANT. BUILDING RELATIONSHIPS WITH THE STUDENTS BY ASKING THEM ABOUT THEIR DAY OR THEMSELVES AND THEIR INTERESTS WILL HELP BUILD MUTUAL RESPECT.

First offense: Driver discusses issue with student and an oral warning will be given.

Second offense: Driver discusses issue with student and then calls parents.

Third offense: Driver discusses issue with student and sends referral to office.

After this point, office referral.

*** DISCIPLINE LEVELS THAT MAY RESULT FROM INFRACTIONS**

- 1st write up warning
- 2nd write up lunch intervention / ISM
- 3rd write up 5 day removal
- 4th write up 10 day removal
- 5th write up denied for semester.

*May be subject to additional punishment according to the student handbook.

TIER TWO DISCIPLINE (PRINCIPAL)

Hitting, smacking, punching, spitting, kicking, documented bullying, vandalism, weapons on bus, or any of the repeated tier one discipline behaviors. The principal has the authority to determine if the violation of rules is minor or major.

MINOR OFFENSES: LOSS OF RECESS FOR 1, 3, OR 5 DAYS. After 3 repeated behaviors, the student will move on to the Major Offense category of discipline steps if the behavior is not corrected.

MAJOR OFFENSE DISCIPLINE STEPS:

- 3 DAY SUSPENSION OF BUS PRIVILEGES
- 5 DAY SUSPENSION OF BUS PRIVILEGES
- 10 DAY SUSPENSION OF BUS PRIVILEGES
- TRANSPORTATION REVOKED

Discipline measures shall be assigned at the discretion of the building principal according to the offense and frequency.

GRADE PROMOTION

BOARD OF EDUCATION POLICY (Section 10.4, subsection 3, Articles 3.1, 3.2,

3.3)

"A student in grades one through eight is promoted or retained after careful consideration on an individual basis of factors such as age intelligence, social maturity, emotional maturity, pattern and extent of growth, health and home conditions. There is no policy which will cover whether to promote or retain a student as each case must be decided on an individual basis. Both promotion and retention are means of placing the student where he/she will do his/her best academically and profit most from his/her experiences. A student should not be retained more than twice in grades one through eight. A student, even though low in academic achievement, may be assigned at the end of the school year to the next higher grade level after careful consideration of all factors outlined above if in opinion of the teacher, principal, and staff, this is best for him/her as an individual. After consulting with the teacher, supportive staff members, and, in all cases, with the parent, the decision to retain or promote rests with the Principal."

COLD WEATHER POLICY

During the colder months of the school year, a problem arises concerning the decision to conduct outdoor playground recesses. The outdoor temperature is the basic consideration when deciding whether to go outside for recess. We will observe outside recess when the temperature is **25 degrees or higher including wind chill**. Other factors will include precipitation, sunny, or cloudy. However, wind, snow, and lack of sunshine, plus the condition of our playground (ice, snow, mud, etc.) will be factors of consideration. The Principal makes the decision as to whether recess is indoors or outdoors.

WHAT IF THERE ARE EMERGENCY CLOSINGS OR DELAYS?

If the School must be closed or the opening delayed because of inclement weather or other conditions, the School will notify the following:

WKKJ 94.3 FM
WCMH-TV Channel 4
WSYX-TV Channel 6
WBNS-TV Channel 10
WTTE-TV Channel 28

Zane Trace Elementary Facebook Page
www.wkkj.com
Class Dojo
Thrillshare

Parents will also receive a phone call from One Call Now message system. Parents should know that this system does not always show up as One Call Now on the caller ID. Each student is required to have a contingency plan on file that does not include a phone call in case of an early dismissal during the day because of inclement weather.

STUDENT CODE OF CONDUCT

The Zane Trace Board of Education hereby established the following as reasonable, necessary, and just regulations for maintaining order in the school.

I. Damage, Destruction, or Theft of School Property or Personal Property of Others.

A student shall not cause or attempt to cause damage to school property or personal property of others; to commit theft or attempted theft of school property or the personal property of others at any school activity on or off school grounds.

II. Disruption of School

A student shall not engage in, or shall urge others to engage in, the use of violence, force, noise, coercion, threat, intimidation,

fear, or any conduct which would willfully cause the substantial disruption of any lawful mission, process, or function of the school.

III. Assault on a School Employee

A student shall not cause, attempt to cause, or behave in such a way that could cause physical injury to a teacher or other employee of the Board of Education.

IV. Assaults on Students

Students shall not cause or attempt to cause physical injury to fellow students.

V. Weapons and Dangerous Instruments

The Revised Code of Ohio (Section 2923.01) provides that no person shall carry a dangerous weapon concealed on or about his person. A student shall not possess, handle, or transmit any object that can reasonably be considered a weapon on school grounds at any time, or at any school event, activity, or function off school grounds.

VI. Alcohol and Drugs

A student shall not possess, use, transmit, or be under the influence of any narcotic drug, of any kind while on school grounds, or at any school event, activity, or function off school grounds.

The following guidelines are established in cases of student involvement in the possession, use, sale, transfer, purchase, or acceptance of illegal drugs while under the jurisdiction of the school. Whenever the Principal receives information which he deems reliable that a student is involved in any of the activities listed above while under the jurisdiction of the school, he shall immediately undertake a preliminary investigation.

If, in his judgement, the information is reliable, he shall notify the student's parents or guardian, the local law enforcement authorities, and the Superintendent, and he may place such student under suspension pending outcome of the investigation.

If the investigation determines that the student is, in fact, guilty of an illegal act, the Principal shall suspend the student for a period of ten days and may recommend expulsion to the Superintendent.

VII. Student Smoking

Scientific evidence indicates that smoking is detrimental to one's health. For the health and safety of the students, together with the protection of the facilities, students are not permitted to use

tobacco or posses it on their person in any form anywhere on school property. It shall be emphasized that this ruling will be strictly enforced. The Principal is authorized to deal with violations as follows:

FIRST OFFENSE: Three days suspension.

SECOND OFFENSE: Three to ten day suspension.

THIRD OFFENSE: Will result in expulsion to the end of the current semester.

VIII. Anti-Hazing Policy

Hazing activities of any type are inconsistent with the educational process and shall be prohibited at all times. No administrator, faculty member or other employee of the school district shall encourage, permit, condone or tolerate student organizations, shall plan, encourage or engage in hazing.

Hazing is defined as doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Administrators, faculty members, and all other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. If hazing or planned hazing is discovered, prohibition contained in this policy and shall be required to end all hazing activities immediately. All hazing incidents shall be reported immediately to the Superintendent.

IX. Bullying Policy

Bullying is defined as a person willfully and *repeatedly* exercising power or control over another with hostile or malicious intent (i.e., repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group). Bullying can be physical, verbal (oral or written), electronically transmitted, psychological (e.g., emotional abuse), through attacks on the property of another, or a combination of any of these.

Some examples of bullying are:

A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.

B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.

C. Psychological – spreading rumors, manipulating social relationships,

coercion, or engaging in social exclusion/shunning, extortion, or intimidation.

Any student who believes s/he has been or is the victim of aggressive behavior should immediately report the situation to the building principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator. (Refer to Board Policy 5517 for further information).

IX. Sexual Harassment

Sexual harassment is any activity of a sexual nature that is unwanted or unwelcome, 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. Students engaging in sexual harassment will be subject to appropriate disciplinary action, which may include suspension or expulsion.

X. Amorous Display

Students shall not engage in overt displays of affection on school grounds.

XI. Cheating and Plagiarism

Students shall not copy from the work of another student or claim as their own the work of another. Cheating or plagiarism will result in a Zero for the assignment. Parents will be notified.

XII. Search and Seizure

Individual lockers/cubby/belongings may be searched by school officials, without warning, when there is reasonable reason to believe that potentially dangerous objects or contraband exist.

Student Rights

I. Student Meetings or Assembly

Students are encouraged to form and participate in extra-class organizations as a way of broadening their educational experience. Such organizations must have the approval of the Principal and must have faculty sponsorship.

To assure a fair opportunity for student participation, all meetings:

A. Shall be scheduled well in advance so that all students can be notified of the meeting.

B. All club and group meetings and activities shall be nondiscriminatory.

C. All club and group meetings must be attended by a faculty sponsor.

D. It is a student's right to attend and participate in these activities, therefore, it is his responsibility to abide by the rules and regulations of the School, whether the activity is held on or off school property.

II. Freedom of Written, Verbal, and Symbolic Expression

The exchange of knowledge, ideas, and opinions is an important part of the educational process. The school shall encourage freedom of written and verbal expression in accordance with the school publications. No commercial, political, or religious materials shall be exhibited or distributed unless approved by the Principal.

III. Due Process

Due process shall be followed whenever a student is subjected to major disciplinary action such as suspension, his record, reputation, and future opportunities in society, particularly opportunities to pursue a career and obtain employment.

"Due process" in the context of the quasi-judicial administrative proceedings carried out by school authorities does not mean the procedures used by courts must be followed in detail when engaged in school disciplinary proceedings. It does mean that clear, definite, and fundamentally fair rules of procedure must govern disciplinary actions. The essentials of "due process" in school disciplinary proceedings are:

A. The student shall be informed of the exact nature of the charges against him and of the possible consequences of his misconduct.

B. Written notice to the student and his parent or guardian, detailing the charges and the evidence, to be sent in advance of a hearing.

C. A hearing, formal or informal, pending on the seriousness of the misconduct and the possible penalty.

D. Notice of the student's right to confront any witness and cross-examine.

E. Adequate time to prepare a defense.

F. Maintenance of a means of appeal.

IV. The Right of Appeal

Appeal from the alleged violation of a student's rights as a result of any action taken by school authorities shall be made by the

student, accompanied by his parent, guardian, or other representative in the following sequence: (1) Principal: (2) Superintendent: (3) Board of Education; and (4) Courts.

Violation of Discipline Code

The Faculty and the Principal are charged with the responsibility for maintaining proper student discipline in the school. They are authorized to use all the following measures in so doing:

I. Assign detention. Detention may be assigned during recess or lunch hour for minor violations. Major or repeated violations may require detention before or after regular schools hours to serve as student punishment. Parents of students shall be notified in advance (minimum of day's notice) so that transportation may be arranged.

II. In-School Restriction. At the discretion of the Principal the student may be detained on the school premises during school hours, but denied the right to participate in any classes. The student shall be responsible for all class time so missed.

III. Suspension. A student may be suspended from school attendance for up to ten days in accordance with Section 3313.66 of the Ohio Revised Code. Students will be permitted to make up missed work whether they are suspended or expelled according to HB 410. [ORC3313.66 (A) (2)]

Procedure shall be as follows:

(1) The student shall have a hearing before the Principal or his designated representative, at which time oral or written notice of the charges against him shall be given. Such hearing shall be held immediately, if possible, or within seventy-two hours of the incident.

(2) At the hearing, the student shall be told of the suspension penalty and the length of the suspension. The student may state his case or reply to the charges at this time.

(3) The parent or guardian shall be notified by telephone immediately, if possible, to inform him/her of the suspension. In addition, the parent or guardian shall be notified by certified mail.

(4) A parent conference may be made a condition of reinstatement from suspension. Should the parent or guardian fail to appear or contact the school within the time limit stated in the suspension notice, a charge of neglecting the education of a child may be filed.

(5) Immediate removal (suspension) of a student shall be authorized if the student's presence disrupts the educational process, endangers other persons, or damages property.

IV. Recommend Expulsion. A student may be expelled from attending

school for the remainder of the semester in accordance with section 3313.66 of the Ohio Revised Code. Procedure shall be as follows:

- (1) The student shall be suspended from school, in the manner described above, pending the outcome of a request to the Superintendent for expulsion.
- (2) The parent or guardian shall be notified by certified mail, within twenty-four hours, of the Principal's request to the Superintendent for the expulsion of the student. The reason or reasons for the request shall be specified.
- (3) The Superintendent shall provide a hearing on the request to the student and his parent or guardian. The Principal shall be present for the hearing and shall supply the Superintendent all evidence requested. The student may confront his accuser and may state his case at the hearing.
- (4) The Superintendent shall notify, in writing, both the parents or guardian and the Principal of his decision. Such a letter shall inform the parent or guardian of the right to appeal the Superintendent's action to the Board of Education. Copies of the letter shall be distributed to the Clerk of the Board of Education, the President of the Board of Education, the Principal of the Building, and to the student's file.

Whose responsibility is it to know the student handbook?

It shall be the responsibility of the administration and supervisory staff to prepare annually a student handbook detailing for students the basic policies, rules, and regulations of the school as they relate to students. Such handbook shall be distributed to students at the beginning of each school year and it shall be the responsibility of each student to review and inform himself regarding the policies, rules and regulations of the school.

IMMUNIZATIONS

Each student should have the immunizations required by law or have an authorized waiver. If a student does not have the necessary shots or waivers, the Principal may remove the student or require compliance with a set deadline. This is for the safety of all students and in accordance with State law. Any questions about immunizations or waivers should be directed to the Ross County Office.

Immunization Requirements

Unless given a waiver, students must meet the following requirements:

Diphtheria: Five (5) or more doses of DTP or DT (pediatric) vaccine or any combination thereof, is the minimum acceptable. If a dose was not received on or after the fourth birthday, a booster is required prior to school entry.

Tetanus: Five(5) doses of any appropriate tetanus vaccine. If a dose was not received on or after the fourth birthday, a booster is required prior to school entry.

Pertussis: Five (5) doses of any appropriate pertussis vaccine. If a dose was not received on or after the fourth birthday, a booster is required prior to school entry.

Polio: Four (4) doses of any appropriate polio vaccine. If a dose was not received on or after the fourth birthday, a booster is required prior to school entry.

Measles: Two (2) doses of live measles virus vaccine after first birthday at least thirty (30) days apart with one (1) of the doses given after fifteen (15) months of age. A physician's certification of laboratory evidence of immunity in the blood will satisfy these requirements.

Rubella: Two (2) doses of live rubella virus vaccine after first birthday at least thirty (30) days apart with one (1) of the doses given after fifteen (15) months of age. A physician's certification of laboratory evidence of immunity in the blood will satisfy these requirements.

Mumps: Two (2) doses of live mumps virus vaccine after 1st birthday at least thirty (30) days apart with one (1) of the doses given after fifteen (15) months of age. A physician's certification of laboratory evidence of immunity in the blood will satisfy these requirements.

Hepatitis-B Series

Varicella Vaccine (Chicken Pox Vaccine): (2) doses of varicella vaccine must be administered on or after the first birthday.

8451 - PEDICULOSIS (HEAD LICE)

Whenever a student is found to be infested with head lice, s/he is to be sent home for treatment and not readmitted until the parent completes Form 8451 F2. The necessary treatment is contained in Form 8451 F1 which is to be sent to the parent. The other students in the infested student's classroom should be examined for evidence of either the lice or lice eggs (nits).

If during a single school year period a child is found to be infested four (4) or more times, the parent or guardian must take the child henceforth to the Ross County Health Department and allow them to verify the child is lice and nit free in order for the child to be permitted back into the school building. Verification of this examination must be noted in the form of a Health Department employee signature on Form 8451 F2.

Furthermore, if during a single school year period a child is found to be infested five (5) or more times, in addition to acquiring a Health Department examination and signature of lice and nit free as listed above, the parent or guardian must allow a Health Department representative into their home to demonstrate proper treatment of the home environment to prevent further infestations. Verification of the Health Department home visit must be noted in the form of a Health Department employee signature on Form 8451 F2 before the child will be permitted back into the school building.

Last Modified by Deborah Bolen Miller on May 30, 2017

8510 - WELLNESS

As required by law, the Board of Education establishes the following wellness policy for the Zane Trace Local School District as a part of a comprehensive wellness initiative.

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

Schools alone, however, cannot develop in students healthy behaviors and habits with regard to eating and exercise. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition habits:

A. With regard to nutrition education, the District shall:

1. Nutrition education shall be included in the Health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
2. Nutrition education shall be integrated into other subject areas of the curriculum, when appropriate, to complement, but not replace, the standards and benchmarks for health education.
3. Nutrition education standards and benchmarks shall be age-appropriate and culturally relevant.
4. The standards and benchmarks for nutrition education shall be behavior focused.
5. Nutrition education shall include enjoyable, developmentally appropriate and culturally relevant participatory activities, such as contests, promotions, taste testing, and others.
6. Nutrition education posters, such as the Food Pyramid Guide, will be displayed in the cafeteria.
7. Nutrition education benchmarks and standards include a focus on media literacy as it relates to food marketing strategies.
8. Nutrition education standards and benchmarks promote the benefits of a balanced diet that includes fruits, vegetables, whole grain products, and low-fat and fat-free dairy products.
9. Staff responsible for providing instruction in nutrition education shall regularly participate in professional development activities designed to better enable them to teach the benchmarks and standards.
10. Instruction related to the standards and benchmarks for nutrition education shall be provided by highly qualified teachers.

B. With regard to physical activity, the District shall:

1. **Physical Education**

- a. A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the physical education academic content standards and benchmarks adopted by the State.
- b. The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate

knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.

- c. Planned instruction in physical education shall promote participation in physical activity outside the regular school day.
- d. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.
- e. Physical education classes shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes and skills necessary to engage in lifelong, health-enhancing physical activity.
- f. The K-12 program shall include instruction in physical education as well as opportunities to participate in competitive and non-competitive team sports to encourage lifelong physical activity.
- g. Teachers properly certificated/licensed in the subject area of physical education shall provide all instruction in physical education.
- h. All physical education classes shall have a student/teacher ratio comparable to the student/teacher ratio in other curricular areas.
- i. Planned instruction in physical education shall teach cooperation, fair play, and responsible participation.
- j. Planned instruction in physical education shall meet the needs of all students, including those who are not athletically gifted.
- k. Planned instruction in physical education shall take into account gender and cultural differences.

2. Physical Activity

- a. Physical activity should not be employed as a form of discipline or punishment.
- b. Schools shall encourage families to provide physical activity outside the regular school day, such as outdoor play at home, participation in sports sponsored by community agencies or organizations, and in lifelong physical activities like bowling, swimming, or tennis.
- c. All students in grades K- 5/6 shall be provided with a daily recess period at least twenty (20) minutes in duration. Recess shall not be used as a reward or punishment.
- d. All before/after-school programs shall provide developmentally appropriate physical activity for the students who participate.

C. With regard to other school-based activities :

Free drinking water shall be available to students during designated meal times and may be available throughout the school day.

- 1. The schools shall schedule mealtimes so there is minimum disruption by bus schedules, recess, and other special programs or events.
- 2. The school shall provide attractive, clean environments in which the students eat.
- 3. Activities, such as tutoring or club meetings, shall not be scheduled during mealtimes, unless students may eat during those meetings.

4. Students, parents, and other community members shall have access to, and be encouraged to use, the school's outdoor physical activity facilities outside the normal school day.
 5. The schools shall provide opportunities for staff, parents, and other community members to model healthy eating habits by dining with students in the school dining areas.
 6. The schools may demonstrate support for the health of all students by hosting health clinics and screenings and encouraging parents to enroll their eligible children in Medicaid or in other children's health insurance programs for which they may qualify.
 7. Schools in our system utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.
 8. Students are discouraged from sharing their foods or beverages with one another during meal times, given concerns about allergies and other restrictions on some students' diets.
- D. With regard to nutrition promotion, any foods and beverages marketed or promoted to students on the school campus, during the school day, will meet or exceed the USDA Smart Snacks in School nutrition standards:

Additionally, the District shall:

1. encourage students to increase their consumption of healthful foods during the school day;
2. provide opportunities for students to develop the knowledge and skills for consuming healthful foods.

Furthermore, with the objectives of enhancing student health and well being, and reducing childhood obesity, the following guidelines are established:

- A. In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages, including but not limited to the USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program.
- B. As set forth in Policy 8531, entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).

The sale of foods of minimal nutritional value in the food service area during the lunch period is prohibited.
- C. The sale of foods and beverages to students that do not meet the USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards to be consumed on the school campus during the school day is prohibited.
- D. All food items and beverages available for sale to students for consumption on the school campus (any area of property under the jurisdiction of the school that is accessible to students during the school day) between midnight and thirty (30) minutes after the close of the regular school day shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards, including, but not limited to, competitive foods that are available to students a la carte or as entrees in the dining area (except entree items that were offered on the National School Lunch Program (NSLP) or School Breakfast Program (SBP) menu on the day of and the day after they are offered on the NSLP or SBP menu), as well as food items and beverages from vending machines, from school stores, or as fund-raisers, including those operated by student clubs and organizations, parent groups, or boosters clubs.
- E. All foods offered on the school campus during the school day shall comply with the current USDA Dietary Guidelines for Americans, including competitive foods that are available to students a la carte in the dining area, as classroom snacks, from vending machines, for classroom parties, or at holiday celebrations.
- F. All food and beverages that are provided, other than through sale, on the school campus during the school day (which may include for classroom parties and at holiday celebrations) shall comply with the current

USDA Dietary Guidelines for Americans.

- G. Continuing professional development shall be provided for all staff of the food service program.
- H. The food service program will provide students affordable access to the varied and nutritious foods they need to be healthy regardless of unpaid meal balances and without stigma.

The Board designates the Superintendent as the individual(s) charged with operational responsibility for measuring and evaluating the District's implementation and progress under this policy. The Superintendent shall develop administrative guidelines necessary to implement this policy.

The Superintendent shall appoint a District-wide Wellness Committee that includes parents, students, representatives of the school food authority, educational staff (including health and physical education teachers), mental health and social services staff, school health professionals, members of the public, and school administrators to oversee development, implementation, evaluation and periodic update of this policy. The Wellness Committee shall be an ad hoc committee with members recruited and appointed annually.

The Wellness Committee shall be responsible for:

- A. assessment of the current school environment;
- B. review of the District's Wellness policy;
- C. presentation of the Wellness policy to the Board for approval;
- D. measurement of the implementation of the policy; and
- E. recommendation for the revision of the policy, is necessary.

Before the end of each school year, the Wellness Committee shall recommend to the Superintendent any revisions to the policy it deems necessary and/or appropriate. In its review, the Wellness Committee shall consider evidence-based strategies in determining its recommendation.

The Superintendent shall report annually to the Board on the Wellness Committee's progress and on its evaluation of the policy's implementation and areas for improvement, including status of compliance by individual schools and progress made in attaining the policy's goals.

The Superintendent is also responsible for informing the public, including parents, students and community members, on the content and implementation of this policy. In order to inform the public, the Superintendent shall distribute information at the beginning of the school year to families of school children; include information in the student handbook; and post the policy on the District's website, including the Wellness Committee's assessment of the policy's implementation.

The District shall assess the Wellness Policy at least once every three years on the extent to which schools in the District are in compliance with the District policy, the extent to which the District policy compares to model wellness policies, and the progress made in attaining the goals of the District Wellness Policy. The assessment shall be made available to the public

- A. in the parent and staff handbooks.
- B. on the School District's web site.

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Revised 12/8/14

Revised 6/12/17

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42 U.S.C. 1751, Sec. 204

42 U.S.C. 1771

7 C.F.R. Parts 210 and 220

Last Modified by Brittany Wiggins on June 8, 2021

5112 - ENTRANCE REQUIREMENTS

The Board of Education establishes the following entrance age requirements for students, which are consistent with statute and sound educational practice, and directs that all eligible students be treated in an equitable manner.

Kindergarten

A child is eligible for entrance into kindergarten if s/he attains the age of five (5) on or before August 1st of the year in which s/he applies for entrance. The Board may admit a younger child to kindergarten if the child satisfies the Board's early entrance criteria. A child under age six (6) who is enrolled in kindergarten will be considered of compulsory school age.

The Board will admit to kindergarten any child who has not attained the entrance age requirement of this District, but who was properly enrolled in a public or chartered nonpublic school kindergarten before transferring to the District.

First Grade

A child is eligible for entrance into first grade if s/he attains the age of six (6) on or before August 1st of the year in which s/he applies for entrance. Any student who has successfully completed kindergarten in accordance with R.C. 3321.01(B) shall be admitted to first grade. The Board may admit to first grade a younger child if the child satisfies the Board's early entrance criteria.

Required Documents

The Superintendent shall require that each child who registers for entrance to school provide:

- A. his/her birth certificate or similar documentation authorized by law as proof of age and birthdate;

Acceptable forms of documentation include: foreign birth certificate; religious, hospital, or physician's certificate showing date of birth; entry in a family bible; baptismal record; adoption record; affidavit from a parent; previously verified school records; or other documents permitted by law.
- B. a certified copy of any custody order or decree together with any modification in such an order or decree.

If such documents are not provided, the child may be admitted under the Superintendent's guidelines. Appropriate law enforcement authorities shall be notified in the event that required documents are not provided in accordance with the provisions of R.C. 3313.672. However, a child who is placed in a foster home or residential facility (i.e., a

group home for children, children's crisis care facility, children's residential center, residential parenting facility that provides twenty-four (24) hour child care, county children's home, or district children's home) will not be denied admission solely because the child does not present a birth certificate, comparable certification, or other comparable document upon registration. Such protected child will be admitted under temporary enrollment for a period of up to ninety (90) days to present the required documentation. The protected child and/or the child's parent, guardian, or custodian will be so informed at the time of the child's initial admission.

Each child entering the District's kindergarten or first grade program for the first time must be properly screened for any medical or health problems as well as those related to hearing, vision, speech and communications. The cost for such screening shall be paid by the parents.

Any parent may provide the District with a written statement indicating that s/he does not wish to have his/her child screened.

Early Entrance Criteria

The District provides early admission to kindergarten and first grade for qualified students. Copies of the referral forms for evaluation for early entrance to kindergarten or first grade will be available in each school building. Any student residing in the District may be referred by an educator employed by the District, a preschool educator who knows the child, the child's parent or guardian, or a pediatrician or psychologist who knows the child. The referral shall be made to the principal of the school for evaluation for possible early admission.

Before a student is evaluated for early entrance, the principal (or his/her designee) of the school to which the child may be admitted shall obtain written permission from the child's parent/guardian.

Evaluations related to referrals submitted to the school principal between August 15th and April 15th, will ordinarily be completed and a written report issued within forty-five (45) calendar days of submission of the referral to the school principal. Evaluations related to referrals submitted to the school principal between April 16th and August 14th will ordinarily be completed and a written report issued within forty-five (45) days of the start of the school year.

Children referred for early entrance will be evaluated in a prompt manner. The principal of the school to which the child may be admitted shall convene an acceleration evaluation committee to determine whether early entrance is appropriate for that child. The acceleration evaluation committee shall include the following:

- A. a parent/legal guardian or a representative designated by the parent/guardian
- B. a gifted education coordinator or gifted education specialist, or, if neither is available, a school psychologist or a guidance counselor with expertise in the appropriate use of academic acceleration
- C. the principal or assistant principal of the school to which the child may be admitted
- D. a teacher at the grade level to which the student may be admitted

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will also consider the student's own thoughts on possible accelerated placement in its deliberations.

Children considered for early entrance shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

A meeting will be conducted with the parent/guardian following the evaluation to inform him/her of the committee's decision and, if appropriate, to discuss the results of the evaluation and the nature of the kindergarten or first grade program.

The parent/guardian will be provided with a written summary of the outcome of the evaluation process. This notification shall include instructions for appealing the outcome of the evaluation process.

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

If a child is recommended for early entrance, the acceleration evaluation committee will develop a written acceleration plan for that child. The plan will specify:

- A. placement of the child in the accelerated setting;
- B. strategies to support successful early entrance; and
- C. an appropriate transition period for accelerated students.

A school staff member will be assigned to oversee the implementation of the acceleration plan and to monitor the child's adjustment to the early entrance.

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

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

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

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R.C. 3313.64, 3313.641, 3313.672, 3313.673, 3321.01 et seq., 3321.05, 3323.01
R.C. 3324.10

Last Modified by Robin Dosser on July 10, 2018

5330 - USE OF MEDICATIONS

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

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

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

Only medication in its original container; labeled with the date, if a prescription; the student's name; and exact dosage will be administered. The Superintendent shall determine a location in each building where the medications to be administered under this policy shall be stored, which shall be a locked storage place, unless the medications require refrigeration in which case they shall be stored in a refrigerator in a place not commonly used by students, and unless the medication to be administered is diabetes medication, which must be kept in an easily accessible location pursuant to Policy 5336.

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

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

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

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

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

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

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

- A. principal
- B. school nurse
- C. building secretary
- D. aide
- E. others as designated by student's IEP and/or 504 plan

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

Students who are experiencing an apparent opioid-related drug overdose may be administered Naloxone (Narcan) by the school nurse, or a trained school employee, volunteer, or contractor, to a student or other individual on school grounds in accordance with Board policy and AG 5330.05. Emergency services will be contacted as soon as is practicable. A designated staff member will also promptly notify the student's parent/guardian.

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

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

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

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Revised 5/16/07
Revised 12/8/14

Revised 11/13/17

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

Last Modified by Brenna Sparger on November 28, 2023

5600 - STUDENT DISCIPLINE

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

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

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

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

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

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

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

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

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

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

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

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

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

Legal

R.C. 3313.20, 3313.66, 3313.661, 3315.07, 3327.041

A.C. 3301-35-03(G), 3301-83-08

5630.01 - POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS AND LIMITED USE OF RESTRAINT AND SECLUSION

The Board of Education is committed to implementation of Positive Behavior Intervention and Supports (PBIS) framework on a District-wide basis and the establishment of a school environment focused on the care, safety, and welfare of all students and staff members. Staff are directed to work to prevent the use of physical restraint and/or seclusion. The PBIS framework shall serve as the foundation for the creation of a learning environment that promotes the use of evidence-based academic and behavioral practices aimed at enhancing academic, social and behavioral outcomes for all students. An emphasis shall be placed on promoting positive interventions and solutions to potential crises. If a student's behavior, however, presents a threat of immediate physical harm to the student or others, staff may, as a last resort (i.e., there is no other safe and effective intervention available) and in accordance with the terms of this policy, use approved physical restraint or seclusion to maintain a safe environment.

All physical 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 physical 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. Absent an emergency, 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.

The Board shall annually notify parents of this policy, which will be published on the District's website.

DEFINITIONS

Aversive behavioral interventions mean interventions that are intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors, including such interventions as application of noxious, painful, and/or intrusive stimuli, including any form of noxious, painful, or intrusive spray, inhalant, or taste, or other sensory stimuli such as climate control, lighting, and sound.

Behavioral Intervention Plan ("BIP") means a comprehensive plan for managing problem behavior by changing or removing contextual factors that trigger or maintain it, by strengthening replacement skills, teaching new skills and by providing positive behavior intervention and supports and services to address behavior.

Chemical restraint means a drug or medication used to control a student's behavior or restrict freedom of movement that is not:

- A. Prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under Ohio law, for the standard treatment of a student's medical or psychiatric condition; and
- B. Administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under Ohio law.

De-escalation techniques are interventions that are used to prevent violent and aggressive behaviors and reduce the intensity of threatening, violent and disruptive incidents.

Functional behavior assessment (FBA) is a school-based process for students with disabilities and students without disabilities that includes the student's parent and, as appropriate, the child, to determine why a child engages in challenging behaviors and how the behavior relates to the child's environment. Consent from the parent and, as appropriate, the child (eighteen (18) years of age or older), must be obtained at the initial Functional Behavior Assessment.

Mechanical restraint means any method of restricting a student's freedom of movement, physical activity, or normal use of the student's body, by using an appliance or device manufactured for this purpose. Mechanical restraint does *not* mean a device used by trained Student Personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which the device was designed and, if applicable, prescribed, including:

- A. restraints for medical immobilization;
- B. adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; or
- C. vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Parent means:

- A. a biological or adoptive parent;

- B. a guardian generally authorized to act as the child's parent, or authorized to make decisions for the child (but not the State if the child is a ward of the State);
- C. an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare;
- D. a surrogate parent who has been appointed in accordance with Ohio Administrative Code 3301-51-05(E); or
- E. any person identified in a judicial decree or order as the parent of a child or the person with authority to make educational decisions on behalf of the child.

Physical escort means the temporary touching or holding of the hand, wrist, arm, shoulder, waist, hip, or back for the purpose of inducing a student to move to a safe location.

Physical restraint means the use of physical contact that immobilizes or reduces the ability of a student to move the student's arms, legs, body, or head freely. Physical restraint does not include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does not include brief physical contact for the following or similar purposes to:

- A. break up a fight;
- B. knock a weapon away from a student's possession;
- C. calm or comfort;
- D. assist a student in completing a task/response if the student does not resist the contact; or
- E. prevent imminent risk of injury to the student or others.

Positive Behavior Intervention and Supports (PBIS) means a multi-tiered, school-wide, behavioral framework developed and implemented for the purpose of improving academic and social outcomes, and increasing learning for all students. PBIS includes a decision-making framework that guides selection, integration, and implementation of evidence-based academic and behavior practices for improving academic and behavior outcomes for all students. PBIS encompasses a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors, and teach appropriate behaviors to students.

PBIS Leadership Team means the assigned team at the District and building level that plans, coaches and monitors PBIS implementation in the District and buildings. The PBIS Leadership Teams may include, but is not limited to, school administrators, teacher representatives across grade level and programs, staff able to provide behavioral expertise, and other representatives identified by the District or school such as bus drivers, food service staff, custodial staff, and paraprofessionals.

Prone restraint means physical or mechanical restraint while the student is in the face-down position.

Seclusion means the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed-door or other physical barrier. It does not include a timeout.

Student means an individual enrolled in the District.

Student Personnel means teachers, principals, counselors, social workers, school resource officers, teachers' aides, psychologists, bus drivers, related service providers, nursing staff, or other District staff who interact directly with students.

Timeout means a behavioral intervention in which the student, for a limited and specified time, is separated from the class within the classroom or in a non-locked setting for the purpose of self-regulating and controlling his or her own behavior. In a timeout, the student is not physically restrained or prevented from leaving the area by physical barriers.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS FRAMEWORK

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

As part of its implementation of the PBIS framework, the District will provide Student Personnel with appropriate professional development, engage in explicit instruction of school-wide behavior expectation, employ consistent systems of acknowledging and correcting behavior, create teaching environments designed to eliminate behavior triggers, and promote family and community involvement.

The PBIS framework shall apply to all students and staff, and in all settings. It shall include:

- A. school staff trained to identify conditions such as where, under what circumstances, with whom, and why specific behaviors occur;
- B. functional behavior assessments that include:
 1. review of existing data;
 2. interviews with parents, family members, and students; and
 3. examination of previous and existing behavior intervention plans.
- C. development and implementation of positive behavior interventions and supports, and the teaching of appropriate behavior, including:
 1. modification of environmental factors that escalate inappropriate behavior;
 2. supporting the attainment of appropriate behavior; and
 3. use of de-escalation techniques to defuse potentially violent dangerous behavior.

PROFESSIONAL DEVELOPMENT FOR IMPLEMENTATION OF PBIS

In order to successfully implement the PBIS framework on a District-wide basis, the Board shall provide or Student Personnel shall receive professional development as follows:

- A. the professional development will occur at least every three (3) years;
- B. the professional development must be provided by a building or District PBIS Leadership Team or an appropriate State, regional, or national source in collaboration with the building or District PBIS Leadership Team;
- C. the trained PBIS Leadership team will provide the professional development in accordance with the District-developed PBIS training plan, which the Superintendent will develop;
- D. the Superintendent shall retain records of completion of the professional development; and

- E. the professional development will include the following topics:
 - 1. an overview of PBIS;
 - 2. the process for teaching behavioral expectations;
 - 3. data collection;
 - 4. implementation of PBIS with fidelity;
 - 5. consistent systems of feedback to students for acknowledgment of appropriate behavior and corrections for behavior errors; and
 - 6. consistency in discipline and discipline referrals.
- F. the training will be appropriately modified for the intended audience.

The Superintendent is charged with arranging for continuous training structures to be in place to provide ongoing coaching and implementation with fidelity.

SECLUSION

Seclusion may be used only when a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available. Seclusion may be used only as a last resort to provide the student with an opportunity to regain control of the student's actions. Seclusion must be used in a manner that is age and developmentally appropriate, for the minimum amount of time necessary for the purpose of protecting the student and/or others from physical harm, and otherwise in compliance with this policy and the Ohio Department of Education's (ODE) model policy.

Seclusion shall be implemented only by Student Personnel who are trained to protect the care, welfare, dignity, and safety of the student, including trained to detect indications of physical or mental distress that require removal and/or immediate medical assistance. Student Personnel must document their observations of the student during the seclusion.

Additional requirements for the use of seclusion:

If Student Personnel use seclusion, they must:

- A. continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B. use communication strategies and research-based de-escalation techniques in an effort to help the student regain control as quickly as possible;
- C. remove the student from seclusion when the immediate risk of physical harm to the student and/or others has dissipated;
- D. assess the student for injury or psychological distress after the use of seclusion, and monitor the student as needed following the incident;
- E. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- F. complete all required reports and document their observations of the student;
- G. ensure safety of other students and protect the dignity and respect of the student involved;
- H. combine the use of seclusion with other non-physical interventions (which are always preferred) that will diminish the need for seclusion in the future;

- I. if at any point the staff assess that the intervention is insufficient to maintain safety of all involved, contact emergency personnel;
- J. use seclusion for the least amount of time necessary.

Requirements for a room or area used for seclusion:

A room or area used for seclusion must provide for adequate space, lighting, ventilation, and clear visibility in order to allow Student Personnel to observe the student.

A room or area used for seclusion *must not be locked* or otherwise prevent the student from exiting the area should staff become incapacitated or leave the area.

Additional prohibited seclusion practices:

Seclusion shall not be used:

- A. for the convenience of staff;
- B. as a substitute for an educational program;
- C. as a form of discipline or punishment;
- D. as a substitute for other less restrictive means of assisting a student in regaining control;
- E. as a substitute for inadequate staffing;
- F. as a substitute for staff training in positive behavior intervention and supports framework and crisis management; or
- G. as a means to coerce, retaliate, or in a manner that endangers a student.

Seclusion of preschool-age children is prohibited, except that a preschool-age child may be separated from classmates, either in the classroom or in a safe, lighted, and well-ventilated space, for an amount of time that is brief in duration and appropriate to the child's age and development, if the child is always within sight and hearing of a preschool staff member.

PHYSICAL RESTRAINT

Prone restraint, including any physical restraint that obstructs the airway of the student, or any physical restraint that impacts a student's primary mode of communication, is prohibited. Student Personnel may use physical restraint only as a last resort and in accordance with this policy and the requirements of A.C. 3301-35-15.

Physical restraint may be used only when the student's behavior poses an immediate risk of physical harm to the student and/or others and no other safe or effective intervention is available. The physical restraint must be implemented in a manner that is age and developmentally appropriate, does not obstruct the student's ability to breathe, does not interfere with the student's ability to communicate in the student's primary language or mode of communication, and otherwise in compliance with this policy and the ODE's corresponding model policy.

Only Student Personnel trained in safe restraint techniques may implement physical restraint, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available. Student Personnel must be trained to protect the care, welfare, dignity, and safety of the student.

Additional requirements for the use of physical restraint:

If Student Personnel use physical restraint, they must:

- A. continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B. use communication strategies and research-based de-escalation techniques in an effort to help the student regain control;
- C. remove the student from physical restraint immediately when the immediate risk of physical harm to the student and/or others has dissipated;
- D. assess the student for injury or psychological distress after the use of physical restraint, and monitor the student as needed following the incident;
- E. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- F. complete all required reports and document their observations of the student;
- G. implement in a manner that accommodates age and body size diversity;
- H. ensure safety of other students and protect the dignity and safety of the student involved;
- I. combine with other non-physical interventions (which are always preferred) that will diminish the need for physical intervention in the future;
- J. use the least amount of force necessary for the least amount of time necessary;
- K. if at any point the staff assesses that the intervention is insufficient to maintain safety for all involved, contact emergency personnel.

Physical restraint shall not be used for punishment or discipline, or as a substitute for other less restrictive means of assisting a student in regaining control.

Prohibited Practices

The following practices are prohibited under all circumstances, including emergency safety situations:

- A. prone restraint;
- B. any form of physical restraint that involves the intentional, knowing, or reckless use of any technique that:
 - 1. involves the use of pinning down a student by placing knees to the torso, head, or neck of the student;
 - 2. uses pressure point, pain compliance, or joint manipulation techniques;
 - 3. otherwise involves techniques that are used to unnecessarily cause pain;
 - 4. causes loss of consciousness or harm to the neck or restricting respiration in any way;
 - 5. involves dragging or lifting of the student by the hair or ear or any type of mechanical restraint;
 - 6. uses other students or untrained staff to assist with the hold or restraint;
 - 7. involves securing a student to another student or fixed object;
- C. corporal punishment as defined in R.C. 3319.41;
- D. child endangerment as defined in R.C. 2919.22;
- E. deprivation of basic needs;

- F. seclusion or restraint of preschool-age students in violation of A.C. 3301-37-10(D) and A.C. 3301-35-15;
- G. mechanical restraint;
- H. chemical restraint;
- I. aversive behavioral interventions; and
- J. seclusion in a locked room or area.

CONTACT LAW ENFORCEMENT AND/OR EMERGENCY RESPONSE PERSONNEL

In accordance with the Board's Emergency Management Plan (see Policy 8400), District personnel shall contact law enforcement and/or appropriate emergency response personnel if at any point they determine that an intervention (either a physical restraint or seclusion) is insufficient to maintain the safety of all involved.

MULTIPLE INCIDENTS OF RESTRAINT AND/OR SECLUSION – CONDUCTING A FUNCTIONAL BEHAVIORAL ASSESSMENT AND DEVELOPING A BEHAVIOR INTERVENTION PLAN

After a student's third incident of physical restraint or seclusion in a school year, a meeting must occur within ten (10) school days of the third incident as follows:

- A. For a student who has been found eligible for special education services or has a 504 plan, the student's individualized education program or 504 team must meet to consider the need to conduct or develop an FBA or BIP, or amend an existing FBA or BIP.
- B. For all other students (i.e., students not described in the preceding paragraph), a team, consisting of the student's parent, an administrator or designee, a teacher of the student, a staff member involved in the incident (if not the teacher or administrator already invited), and other appropriate staff members must meet to discuss the need to conduct or review an FBA and/or develop a BIP.
- C. Nothing in this section is meant to prevent the completion of an FBA or BIP for any student who might benefit from these measures, but has fewer than three (3) incidents of restraint or seclusion.
- D. Nothing in this section is meant to prevent the District from conducting any evaluations or other obligations the staff feel are appropriate under the Individuals with Disabilities Education Improvement Act.

TRAINING AND PROFESSIONAL DEVELOPMENT FOR USE OF CRISIS MANAGEMENT AND DE-ESCALATION TECHNIQUES

The District shall provide training and professional development for the use of crisis management and de-escalation techniques that includes the use of restraint and seclusion. Specifically, the District shall annually train an appropriate number of personnel in each building in evidence-based crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion. At a minimum, the training will cover the following topics:

- A. proactive measures to prevent the use of seclusion or restraint;
- B. crisis management;
- C. documentation and communication about the restraint or seclusion with appropriate parties;
- D. the safe use of restraint and seclusion;
- E. instruction and accommodation for age and body size diversity;
- F. directions for monitoring signs of distress during and following physical control; and
- G. debriefing practices and procedures.

The training will occur face-to-face and allow for a simulated experience of administering and receiving physical restraint so that participants can demonstrate proficiency in the topics identified above.

The Superintendent is charged with maintaining written or electronic documentation concerning the training provided that includes the following:

- A. the name, position, and building assignment of each person who has completed training;
- B. the name, position, and credentials of each person who has provided the training;
- C. when the training was completed; and
- D. what protocols, techniques, and materials were included in training.

As part of the required training, Student Personnel shall be trained to perform the following functions:

- A. identify conditions such as: where, under what conditions, with whom and why specific inappropriate behavior may occur; and
- B. use preventative assessments that include at least the following:
 - 1. a review of existing data;
 - 2. input from parents, family members, and students; and
 - 3. examination of previous and existing behavior intervention plans.

Only individuals trained in accordance with this policy in the appropriate use of restraint and seclusion may use those techniques.

MONITORING AND COMPLAINT PROCEDURES

The Superintendent shall monitor the implementation of A.C. 3301-35-15 and this policy, and annually conduct a review of A.C. 3301-35-15 and this policy related to the use of PBIS, physical restraint, and seclusion. Additionally, the administration will annually notify parents of the District's policy and procedures related to the requirements of PBIS, physical restraint, and seclusion, including the following complaint process.

Any parent of a child enrolled in school in the District may submit a written complaint to the Superintendent regarding an incident of restraint or seclusion. The Superintendent shall investigate each written complaint and respond in writing to the parent's complaint within thirty (30) days of receipt of the complaint. The Superintendent will make reasonable efforts to have an in-person follow-up meeting with the parent.

A parent may also file a complaint with local law enforcement, the county department of job and family services, or the office of integrated student supports within the Ohio Department of Education. The procedures and timeline for filing a complaint with the Ohio Department of Education are outlined in A.C. 3301-35-15(L).

REQUIREMENTS FOLLOWING AN INCIDENT OF SECLUSION OR PHYSICAL RESTRAINT

Each use of physical restraint or seclusion shall be:

- A. reported to the building administration immediately;

- B. reported to the parent immediately; and
- C. documented in a written report (see Ohio Department of Education's Model Restraint and Seclusion Debriefing Form).

A copy of the written report shall be issued to the student's parent or guardian within twenty-four (24) hours of the use of restraint or seclusion. The District shall maintain the written report, including placing a copy of the written report in the student's file.

All written documentation of the use of restraint or seclusion are educational records pursuant to the Family Educational Right to Privacy Act (FERPA), and District personnel are prohibited from releasing any personally identifiable information to anyone other than the parent, in accordance with FERPA's requirements.

The Superintendent shall develop a process for the collection of data regarding the use of physical restraint and seclusion.

The administration shall develop a support plan for substitute teachers if they need assistance with PBIS or crisis management and de-escalation (including restraint and seclusion).

The Superintendent shall report information regarding the District's use of restraint and seclusion annually to the Ohio Department of Education in the form and manner prescribed by the Department as requested by that agency and make the District's records concerning PBIS, restraint and seclusion available to the staff of the Ohio Department of Education upon request.

* Adapted from the Ohio Department of Education's Positive Behavior Intervention and Supports and Restraint and Seclusion Model Policy and Procedures, issued July 2021.

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Last Modified by Tamela Moody on January 12, 2022

5610.04 - SUSPENSION OF BUS RIDING/TRANSPORTATION PRIVILEGES

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

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

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

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

Legal

R.C. 3319.41, 3327.01, 3327.014

A.C. 3301-83-08

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

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

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

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

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

- A. "Emergency removal" shall be the exclusion of a student who poses a continuing danger to District property or persons in the District or whose behavior presents an ongoing threat of disrupting the educational process provided by the District. (See Policy 5610.03 - Emergency Removal)
- B. "Suspension" shall be the temporary exclusion of a student by the Superintendent, Principal, assistant principal, or any other administrator from the District's instructional program for a period not to exceed ten (10) school days. Suspension shall not extend beyond the current school year if, at the time a suspension is imposed, fewer than ten (10) days remain in the school year.
- C. The Superintendent may instead require a student to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension. The student shall be required to begin such a community service program or alternative consequence during the first full weekday of summer break.

The Superintendent may develop a list of appropriate alternative consequences, and set forth such list in the applicable guidelines.

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

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

A student who is suspended shall be permitted to complete any classroom assignments missed because of

the suspension.

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

When making a determination whether or not a student will be expelled or permanently excluded under this policy, the Superintendent shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315 - Information Management (i.e. "Litigation Hold")) created and/or received as part of an investigation.

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

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

1. **Firearm or Knife**

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

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device includes, but is not limited to, any explosive, incendiary, poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter (1/4) ounce, mine, or other similar device.

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

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

- a. applicable State or Federal laws and regulations relating to students with disabilities (for example, where the incident involves a student with a disability and the misconduct is determined by a group of persons knowledgeable about the child to be a manifestation of the student's disability);

- b. the degree of culpability given the age of the student and its relevance to the misconduct and/or punishment and/or evidence regarding the probable danger posed to the health and safety of others, including evidence of the student's intent and awareness regarding possession of the firearm or knife capable of causing serious bodily injury; and/or
- c. the academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

2. **Violent Conduct**

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

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

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

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

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

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

3. **Bomb Threats**

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

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

- a. for students identified as disabled under the IDEA, ADA, and Section 504 of the Rehabilitation Act of 1973, upon recommendation from the group of persons knowledgeable of the student's educational needs;

or

- b. other extenuating circumstances, including, but not limited to, the academic and disciplinary history of the student, including the student's response to the imposition of any prior discipline imposed for behavioral problems.

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

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

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

Suspension or Expulsion of Students in Grades Pre-Kindergarten through Three (3)

Except as permitted by law, suspension or expulsion proceedings shall not be initiated against a student in any of grades Pre-kindergarten through three (3) unless the student has committed the following acts:

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

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

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

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

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

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

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

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

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

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

The Superintendent may require a student to perform community service in conjunction with or in place of a suspension or expulsion. The Board may adopt guidelines to permit the Superintendent to impose a community service requirement beyond the end of the school year in lieu of applying the expulsion into the following school year.

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

Revised 12/16/20

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ROSS COUNTY SCHOOLS REQUEST FOR ACCELERATION SERVICES

If you think that a student would benefit from accelerated services (subject acceleration, whole grade acceleration or early high school graduation), please complete the information below and give/send this form to the principal of the school that the student attends.

Student Name: _____ Current Grade _____ Age _____

DISTRICT: _____

RECOMMENDED BY: _____

Parent Name: _____

Address: _____

Phone Numbers: Home _____ Cell _____ Work _____

Type of acceleration requested:

- Whole Grade Acceleration Early High School Graduation
- Subject Acceleration: Reading Math Science Social Studies

Why is this request being made?

For questions regarding acceleration, please contact the school principal.

PARENT PERMISSION TO ASSESS STUDENT

Please sign below to give the school permission to assess the child for acceleration.

Parent Signature