

Slate Hill Elementary School

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Slate Hill Elementary School

Dear Slate Hill Families,

Welcome back to the 2011-2012 school year. This Parent and Student Handbook is designed to provide you with important information about Slate Hill Elementary School. A list of staff members and a calendar for the school year have also been included. Please take time now to make note of the important dates on your calendar.

Please take some time to sit down with your child during the next few weeks to go through this handbook together. Your role in helping your child to understand academic and behavioral expectations outlined here is an important one. Please access this handbook as a reference throughout the school year.

Open communication between home and school is extremely important. You are encouraged to become a partner in your child's school experiences. Please feel free to call the school or write a note at any time you have questions, suggestions or comments. Even better, come in for a visit!

The Slate Hill Community is looking forward to another incredible year!

We have an exciting year ahead of us as our community will be moving forward with the implementation of the IB-PYP, International Baccalaureate – Primary Years Program. Our teachers received excellent training in the IB model which includes inquiry learning, learner profiles, internationally minded, civic minded learning, IB written curriculum; IB taught curriculum and the assessed curriculum. This training will allow our teaching staff to enhance their already strong teaching skills and meet the needs of all students in all subject areas.

Finally, our students will enjoy our meticulously cleaned school. Thanks to Mr. Ayre and Mr. Hensley for their flexibility and hard work in getting this huge undertaking accomplished.

Thank you for your support of each of our staff members and our programs. Thank you to our past and present PTA for all of the wonderful opportunities that are provided and supported through them! We count on each parent to join us in the partnership that is necessary for our students to have the best educational experience this school year.

For our children,

Ken Pease

Principal

SLATE HILL ELEMENTARY SCHOOL
2011-12 School Calendar
8:15am – 2:45pm

1st Period: August 23 – October 28

August 23 (Tuesday)	Classes Start at MS and HS
August 23 (Tuesday)	Parent/Teacher Conference Day at Slate Hill
August 24 (Wednesday)	First Day of School at Slate Hill
September 5	Labor Day (No Classes)
September 23	Professional Day (No Classes)
October 14	Professional Day for Classified Staff (No Classes)
October 28	Early Release at 1:50pm

2nd Period: October 31 - January 12

November 10	Early Release at 12:30
November 11	No Classes
November 23-25	Thanksgiving Break (No Classes)
December 20	Last Day of Classes Prior to Winter Vacation
December 21 – 30	Winter Vacation (8 Days)
January 2	Classes Resume

3rd Period: January 13 – March 23

January 13	Professional Day (No Classes)
January 16	Martin Luther King Day (No Classes)
February 20	President's Day (No Classes)
March 2	(No Classes) Potential Calamity Makeup Day
March 23	Early Release at 1:50pm

4th Period March 26 – May 31

April 2-6	Spring Vacation (5 days)
April 9	Classes Resume
May 28	Memorial Day (No Classes)
May 31 (Thursday)	Last Day of Classes for Students
June 1 (Friday)	Professional Day/ Potential Calamity Makeup Day
June 4-8	Potential Calamity Makeup Days

In the event that the school district experiences additional calamity days during the year, makeup days must be added. If we know by the end of February that we will need to make up a day, the first one could occur on March 2nd. Additional days, if needed, will be added to the end of the school year, beginning on Friday, June 1st.

Slate Hill Staff 2011-2012

43A	Ken Pease	Principal
Ofc	Barb White	Secretary
Ofc	Tassie Kristofeld	Building/Instructional Assistant
Ofc	Terri Fickel	Building/Instructional Assistant
28	Anne McMillan	Building/Instructional/Technology Assistant & Test Coordinator
Z21	Jan Hainsey	Classroom Assistant
38	Joanne Kayati	Classroom Assistant
33	Melissa Webber	Full Day Kindergarten
32	Mary Ann Mowery	Full Day Kindergarten
Z24	Ashley Savage	PM Kindergarten
Z23	Beth McHugh	First Grade
Z21	Kathy Michel	First Grade
Z22	Donna Smith	First Grade
Y18	Carol Meehan	Second Grade
Y17	Kristin Hollinger	Second Grade
Y16	Wendy Hale	Second Grade
Y15	Vicky Dreyer	Third Grade
Y14	Michelle McCort	Third Grade
Y13	Karen Waldeck	Third Grade
X10	Rick Fuller	Fourth Grade
X9	Lisa Earley	Fourth Grade
X8	Carmie Hazlett	Fourth Grade
X5	Jan Ewing	Fifth Grade
X7	LaDonna Liggins	Fifth Grade
X6	Deb Todd	Fifth Grade
W3	Kate Dove	Sixth Grade
W2	Joy Nieto	Sixth Grade
W1	Becky Krieg	Sixth Grade
Y17c	Ann Zevallos	Spanish
W4	Jill Ebright	Media Specialist
35	Mark Gallagher	Physical Education
39	Emily Gil	Music (Grades 3-6) and IB Coordinator
39	Christa Price	Music (Grades K-2)
40	Jhan Yoder-Wyse	Art
Z26	Dawn Mack	Extended Projects Program
12	Margaret Wilcox	ELL
11	Toni Bonacci-Engelman	ELL
12	Jacqueline Bravo	ELL Assistant
43d	ElysaBeth Stack	Guidance Counselor
	Larry Klabunde	Band
	Beverly Wedell	Strings
22c	Amy Holtz	Reading-Primary
14c	Jean Diamond	Reading-Intermediate
43f	Joann Finn	Speech-Language Pathologist
25	Pete Kolp	Intervention Specialist
W4a	Amanda Lindeman	Intervention Specialist
Z27	Moira Hiestand	TAG
25	Johannah Benedict	Title I Mathematics
	Lisa Rogers	Instructional Coach
43e	Pam Patsch	School Psychologist
42	Kathy Segal	School Nurse
42	Donna Kwiatkowski	Health Office Assistant
	Emily Lazar	Occupational Therapist
	Jackie Dowdy	Crossing Guard
	Jana Grinstead	Food Service Manager
		Food Service
	Chip Ayre	Day Custodian
	John Hensley	Evening Custodian

Slate Hill Mission and Vision

Vision (est. 2007)

Slate Hill . . . a Community of Diverse, Passionate Learners

Mission (est. 2007)

To guide our learning community to be responsible for their choice and growth

Core Values (est. 2007)

IB-PYP (est. 2008)

- **Learner Profiles:** caring, thinker, risk-taker, knowledgeable, balanced, inquirer, open-minded, communicator, reflective, principled
- **Attitudes:** appreciation, commitment, confidence, co-operation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, tolerance

Attitudes of the Month: Respect, responsibility, self-discipline, compassion, tolerance, honesty, diligence, commitment, trustworthiness, moral courage

Strategies

We achieve success by . . .

- Partnering with parents
- Making learning relevant
- Modeling good character
- Encouraging collaboration through communication
- Providing an authentic learning environment
- Promoting creativity
- Exploring interests
- Encouraging learners to pursue their passions
- Supporting best practices
- Celebrating diversity
- Partnering with the community
- Integrating the arts
- Persevering to meet the needs of all learners
- International Minded
- Inquiry based learning
- Civic minded

Beliefs

We believe in the importance of . . .

- Academic growth
- Appreciation of the arts
- Social-emotional intelligence
- Healthy environment
- Healthy bodies
- Learning connections
- Goal setting
- Reflection
- Collaboration
- Teamwork
- Diligent teaching
- Creativity

International Baccalaureate – Primary Years Program (est. 2008)

- **Effective Teaching Strategies:** Inquiry, constructivism, collaborative planning, collaborative reflection
- **Assessment:** self, peers, teachers...formative, summative, formal, informal, public criteria
- **Transdisciplinary Skills:** social, communication, research, thinking, self management
- **Knowledge:** Who We are; Where Are We in Place and Time; How We express Ourselves; How the World Works; How We Organize Ourselves; Sharing the Planet
- **Concepts:** form, function, causation, change, connection, perspective, responsibility, reflection

International Baccalaureate - Primary Years Program

Slate Hill Elementary School is authorized to deliver the international Baccalaureate Primary Years Program or IB-PYP. Staff members have attended IB-PYP training in July in preparation for IB-PYP!

IB is a rigorous program that operates in 124 countries. The PYP focuses on the total growth of the developing child, encompassing social, physical, emotional and cultural needs in addition to academic development.

The PYP draws on research and best practices from a range of national systems and a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.

The following information describes the curriculum and philosophy of Slate Hill Elementary as well as introduces and defines the vocabulary and structure of the program.

Perspective

The Slate Hill Community is working to create in students the awareness of being international citizens –who learn about and takes action in a shared world. We are striving to develop students who are curious about the world; critical and creative when looking at complex problems; open-minded and respectful of views, values, and traditions of others; and who actively seek and consider a wide range of ideas while being caring and principled.

In the spirit of internationalism, students will be required to learn a second language- Spanish- in addition to English this allows students to understand and empathize with people who speak different languages, and develop skills that they can use in our global society.

Attitudes

IB students focus on developing positive attitudes toward people, the environment, and learning. These **attitudes** are constant part of the curriculum and students are encouraged to understand and demonstrate them. **Attitudes** will be infused in daily life at Slate Hill.

- Appreciate
- Commitment*
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity*
- Respect*
- Tolerance*

* Attitudes common to the Worthington's Partners for Citizenship and Character- Words of the Month

Curriculum

Curriculum in the IB-PYP is shared throughout the world, although it does not replace the Ohio Content standards or the Worthington City Schools Graded Course of Study. The PYP seeks to identify a body of significant knowledge for all students in all cultures in these principled domains: Languages, Math, Science, and Technology, personal and social education, Art, Music, Physical Education and Social Studies.

Strategies of inquiry are used to help students gain more knowledge and create a deeper understanding of a topic. IB students search together for answers to their questions by asking others, doing experiments, reading texts, using the internet, interviewing experts, going on field trips and collaborating with peers from around the world.

The PYP units of inquiry are designed around six organizing themes or areas of knowledge which have significance for all students, in all cultures; and offer students the opportunity, to explore knowledge which is of genuine importance in understanding the human condition. The six themes which cross all subject disciplines are:

- * Who We Are
- * How We Organize Ourselves
- * How We Express Ourselves`
- * Where We Are in Time and Place
- * How the World Works
- * Sharing the Planet

Concepts

Eight main concepts, express as key questions, drive the units of inquiry. Students are taught these key questions to help them learn much more about a topic or issue than can be covered by

“What is it like?” or “How does it work?” These questions remind students and teachers to study a topic from many angles.

Concepts	Key Questions
Form	What is it like?
Function	How does it work?
Causation	Why is it like it is?
Change	How is it changing?
Connection	How is it connected to other things?
Perspective	What are points of view?
Responsibility	What is our responsibility?
Reflection	How do we know?

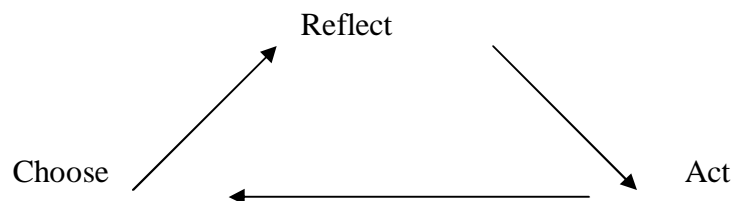
Skills

No matter what subject our students are studying, including the enrichment classes of art, music, and PE, or whether they are in the library, eating lunch, attending an assembly, or practicing a safety drill, the teachers are helping the children practice certain essential skills.

- Social skills
- Communication skills
- Research skills
- Thinking skills
- Self-Management skills

Action

On a frequent basis, and particularly at the end of each research unit, IB students are asked to consider what they can do with new learning they have acquired. They are asked to think about ways they can give service and/or can improve the situation of themselves, others and the environment. Students are asked to take action on issues that affect them and the world, and to continue this as they grow up and participate in family, community, and global events.



Learner Profile

The IB-PYP defines an international persona as one who embodies the characteristics listed in the learner profile. These traits guide teachers and students to establish goals, plan units of inquiry, and assess performance. A learner developing this profile will look like this:

Inquirer: I am curious and know how to discover answers to many of my questions. I love to learn.
Thinker: I use my thinking skills to make good choices and solve problems.
Communicator: I understand and share ideas in more than one language. I can even read number sentences in math.
Risk-taker: I eagerly try new things, love to explore and confidently share my beliefs and experiences.
Knowledgeable: I explore big ideas that are important and that are important all over the world. I know, and can do, a lot of important things.
Principled: I am fair and honest. I can make good decisions about what is right and wrong for me.
Caring: I am concerned about other people's needs and feelings. I believe it is important to help others.
Open-minded: I am comfortable with differences. I welcome and respect other people's points of view and ways of doing things.
Well balanced: To be healthy, it is important for me to balance the needs of my mind and body.
Reflective: I think about and discuss my learning, skills and products.

Assessment

Within the PYP framework, continuous assessment is integral to all teaching and learning. Both children and teachers will be actively engaged in assessing student progress as part of the development of their critical and self-evaluation skills.

Many methods of assessment (Formative and Summative) will be used to provide a balanced view of a child such as observations, performance assessment of authentic problems, process focused assessments of skills, selected response assessments such as test and quizzes and portfolios of children's work.

Slate Hill Elementary School will continue to use the Worthington City Schools benchmark assessments to assess subject-specific knowledge and skills, and will continue to under state guidelines to use state-mandated assessments for aptitude and achievement. Report cards will remain the same for the present; soon, a method will be established to provide feedback regarding the attributes listed in the learner profile.

One required assessment by the PYP is the *exhibition*. This is an extended collaborative inquiry which is undertaken by students in their final year of the PYP, 6th Grade. The subject of the Exhibition inquiry will be a real-world issue or problem, local or global, which is of sufficient scope and significance to warrant an extended investigation. The 6th grade classes will generate relevant and realistic proposals for solutions to the selected issue and in doing so, apply their learning of previous years.

FIRST WEEK ENROLLMENT CHECKLIST

Registration Card & Emergency Medical Authorization Form

This is an EXTREMELY valuable part of our school records. Please be sure you provide complete and accurate information. Be certain to list both parent names.

Please list two family members or neighbors who will be home during school hours and have transportation available should they ever have to come to school for your child. If you are new to your neighborhood, and don't know two people whose names you could list, we might suggest that this is a good way to introduce yourself and get acquainted with your neighbors.

The purpose of the registration/emergency medical authorization card is to enable parents to authorize emergency treatment for children when parents cannot be reached. We urge you to read this card carefully, complete both sides. PLEASE BE CERTAIN YOU INCLUDE YOUR SIGNATURE. All documents returned to school with incomplete information will be sent back for completion. Students are not permitted to participate in out of building field trips until this form is returned to the school office.

The office staff uses information on the registration card to verify the names of those with permission to pick up/remove your child from school. Your help in getting this card completed accurately and returned as soon as possible is greatly appreciated. All cards should be returned no later than the first Friday after school begins. Please remember to keep this information updated if it changes.

Directory Information

We like to recognize our students for such things as academic excellence, extra-curricular honors and awards, or participation in officially recognized school-sponsored activities. Schools may make public certain nonconfidential "directory information". This information may include such items as name, address, telephone number, date and place of birth, days of school attendance and specific information relating to activities and sports.

Any parent, legal guardian or student who is 18 years old who DOES NOT want the school district to release "Directory Information" without prior consent must notify, in writing, the principal of the school which the student attends within two weeks after the start of the school year or after the first day of school attendance.

Instructional Fees

Fees are for reading workbooks/materials and other consumable items in the various curricula areas such as art, science, handwriting, etc. Fees are due by the first Friday of the first full week of school. The fee schedule for consumable materials at the elementary level is:

Kindergarten	\$24
Grade 1	\$42
Grade 2	\$42
Grade 3	\$42
Grade 4	\$36
Grade 5	\$36
Grade 6	\$36

A student approved for the free lunch program will pay no fees.

Any student approved for the reduced-price lunch program will pay half of the assessed fee.

If fees have not been paid progress reports will be withheld. A payment plan may be worked out with the school and this would allow the progress report to be released.

Fees for students enrolling during the second semester will pay one-half the annual rate.

GENERAL ATTENDANCE INFORMATION

School Hours

PM Kindergarten	12:00-2:45
Grades 1-6 and Full Day Kindergarten	8:15-2:45

School Arrival and Dismissal

School personnel provide supervision of students on school property during school hours. **CHILDREN SHOULD NOT ARRIVE AT SCHOOL BEFORE 7:55 AM** and they are to leave the school grounds at dismissal time unless special provisions have been made by school personnel for a child remaining at school beyond those times. When children are not on school property they are the responsibility of parents, however, school safety and behavior rules, as well as consequences, may still apply as they travel to and from home and school. Please make clear to your children your expectations for their behavior. If your child must be dropped off prior to 7:55 AM or can not be picked up by 3:00 PM please make child care provisions for them. You may want to contact the Care Before/After School program at 614.431.2266.

Attendance

Regularity of attendance and punctuality are important. A note to explain absence or tardiness must always be sent to school when a student returns. In an effort to insure the safety of our students, **parents must call the school before 8:30 AM** when your child will be late or absent from school. If your child is absent and we have not heard from you we must do our best, by law, to contact you at home or work to verify your

child's absence. We are required to speak with someone by the end of the day. This procedure allows us to account for all students. If it is easier for you to call the night before or prior to 8:30 AM, you may do so by leaving a message on our telephone answering system which is available twenty-four hours a day. Please state the child's name, teacher and reason for their absence.

Worthington School Board Policy (10-0504) states that ***students of school age shall attend their assigned school during school hours in accordance with Ohio Law.*** Regular school attendance is an important part of the educational process and classroom instruction is an essential part of the learning process. Prolonged or repeated absences disrupts not only the education of the individual, but the continuity of the process in the entire classroom. The implied value of school is diminished when students are removed from school or are allowed to remain home without sufficient cause.

- **Excused absences:** Students out of school for personal illness, death of a relative, quarantine of the home, observance of a religious holiday, emergency in which the principal believes there is a good reason for the child to be excused from school, will be counted as excused absences. If a student has missed more than 15 days a doctor's excuse may be required in order for the absence to be counted as excused.
- **Unexcused absences:** Students out of school for truancy, vacation, family or personal business or appointments (other than doctor) will be considered unexcused. The school strongly discourages vacations or extended absences during the days school is in session. However, if a parent or guardian wishes to take a child out of school for any period of time for reasons other than personal illness, death in the immediate family, religious observances or family emergencies, the parent or guardian must contact the principal in advance. The appropriate permission form must be filled out three school days prior to the first day of the proposed vacation absence. If the form is not filled out within three school days of the first day of the proposed absence it will not be excused. Out-of-school suspension will be treated as an unexcused absence.

Students who are truant, unexcused from class, suspended, emergency removed or expelled may not receive academic credit for missed assignments. However, students are strongly encouraged to make up missed assignments. The principal or his/her designee will have discretion to enact provisions to allow students to receive credit based upon individual student needs.

Make-up Work: Make-up work will be given to all students who are absent for any reason other than truancy, out-of-school suspension or expulsion. However, truant or suspended students may also be given make-up work and the administrator and teachers will determine if credit will be given for this work.

If a student is ill, arrangements may be made to pick-up assignments by calling the office before 11:30AM or by requesting the assignments when reporting your child's absence prior to 11:30AM.

- **Half-day Absence:** Students who arrive at school after 10:00AM are counted absent for that half-day. Students who leave school after 1:00PM are counted absent for that half-day.
- **Late/Tardy to School:** Students may enter the building at 8:00AM. The **tardy bell rings at 8:15AM.** Students who arrive late to school must report to the school office. A student will be excused for being LATE to school for the same reasons as allowed for Excused Absence from school.

In addition to the Missing Children's Act, which requires schools to share responsibility with parents for school attendance, Worthington Schools has developed some guidelines for attendance.

ATTENDANCE REQUIREMENTS

Student attendance at the elementary and middle school levels is primarily the responsibility of the parents or the guardians. Parents are required to contact the school when their child will be absent. If this does not occur the school will contact the home or parents workplace. The school will adhere to the following guidelines concerning students with multiple absences unless prior arrangements have been agreed upon by the parents and the school:

- | | |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ABSENT 6 DAYS: | The student's teachers will contact the parent(s), preferably by telephone. |
| ABSENT 10 DAYS: | The school will send a formal warning letter to the student and parents. |
| ABSENT 12 DAYS: | The school principal or designee will contact the parents and schedule a conference to seek solutions and discuss consequences that addresses the student's absenteeism. |
| ABSENT 15 DAYS: | The principal may make a referral to the appropriate legal or social service Agency who may bring charges of parental neglect against the parent/guardian. |

ABSENT 20 DAYS: The principal will make a referral to the appropriate social service agency or law enforcement agency who may bring charges against the student, parents or guardians.

By state law **students that miss more than 18 days** and are working below grade level expectations in two or more classes must be considered for retention.

Your assistance in promoting good school attendance is needed and an important part of the home-school partnership.

LEAVING SCHOOL GROUNDS

Leaving the School Grounds During Lunch

A student MUST BE accompanied by a parent/guardian in order to leave the school grounds during lunch. Please notify the teacher in advance if you plan to take your child out to lunch. Parents must meet their children in the office and sign them out in the notebook provided. Upon returning to school please sign them in. Please have them returned to school when their lunch/recess period is over or they will be considered tardy.

Leaving the School During the Day

No pupil shall be permitted to leave school during the hours in which school is in session unless they are accompanied by a parent/guardian or responsible adult appointed by the parent/guardian.

Pupils will be excused upon written request of the parent or guardian for dental or doctor appointments if, after every effort, the appointment can not be made after school hours.

Request for permission to leave early may be sent to the teacher. When students will be leaving the school during the hours school is in session, parents must meet their child in the office and sign them out in the notebook provided. Students will be released to only those adults designated on the Student Registration Information card. Upon returning to school please remember to sign them in.

Recognition For Good Attendance

It is the practice of our school to recognize students who have exhibited good attendance. We know that there are the occasional days students do not feel their best and need to stay at home. We greatly appreciate the efforts of both parents and students in having them attend school on other days. Our criteria for good attendance recognition is 3 days or less of excused absence and 5 days or less of excused tardies. Any unexcused absence or unexcused tardy will make them ineligible for this recognition.

HEALTH and SAFETY INFORMATION

Health

Your child's health is an important part of the educational program. Children need exercise and fresh air in order to keep healthy and alert. Our supervised playground is

a safe and healthy place where your child can participate in a variety of activities. Weather permitting we expect all children to go outside for recess. Children recovering from an illness (no longer infectious) will be permitted to remain inside at recess upon written request from parents. If the request is for longer than three days the school should have a statement from the doctor explaining why the child is well enough to be in school, but unable to be outside for a few minutes. In general, it is much better that the children become actively involved in outside activities rather than to stay in the classroom the entire day.

Health is high on the list of priorities for most people. We have all heard “health rules” from our earliest remembrances. We would like to call your attention to some of these do’s and do nots that we believe will help your child be a happier and healthier person at school.

- **DO** send your child to school with a smile on his face, a hug from you, a “basic four” breakfast, appropriate clothing for the weather and any forecast changes, and enough sleep so that he is eager to get up and get the day started.
- **DO NOT** send your child to school with a fever (100 degrees or more), **if there was a temperature elevation to 100 degrees during the past 24 hours**, coughing and sneezing (such as the beginning of a cold), with a rash of unknown cause, if he vomited during the night or earlier in the morning, or to be checked by the nurse as the nurse is not in the building every day.

The school nurse building schedule varies during the week although she is always available to us on-call.. The nursing assistant and office staff will handle illnesses and injuries when the nurse is not present, with other school nurses in the district covering for emergencies. You may call the school nurse any time you have questions about an illness or medication. If your child has a chronic health problem or you have a current health concern regarding your child, we hope you will make us aware of this. A note to the teacher or nurse regarding an “uncertain health status” or a stressful beginning to the day will help us understand your child better. If your child becomes ill, or is injured at school, you will be called and asked to come for your child. We will be guided by the information you provide us on the registration card on file in the office. A nurse is always on call during the school hours to handle emergencies.

Questions frequently arise concerning exclusion from school due to communicable diseases. In order to control an outbreak of illness at school, report communicable illness to the school office as soon as possible. Illnesses that must be reported include: chicken pox, strep throat or scarlet fever, head lice, impetigo and pink eye.

The following communicable diseases must also be reported to the school nurse/designee:

Hepatitis	Infectious Mononucleosis	Reyes' Syndrome
Meningitis	Whooping Cough	Ring Worm
Encephalitis	Polio	Scabies
Measles	Rubella (German Measles)	Mumps

Dispensing of Medication - School Policy

The school nurse or her trained designee assigned to the school in which the student is enrolled shall be available to provide “assistance” in response to the parents’ written request.

Prior to the school dispensing medication you must complete **Worthington Schools form A-35-D (Parent’s or Student’s Request for Assistance in the Administration of Medication by School Personnel.)** These are available in the school office, at www.worthington.k12.oh.us and are also included in this handbook. This form requires a parent signature **as well as** the physician’s signature before medication may be dispensed at school. The medication presented for dispensing must be in its original container and labeled. The label affixed to the original container must include the name of the student, the dosage, method of administration, time and frequency of the administration, name of prescribing physician, date and name of the medication. **The school may not dispense medications NOT prescribed by a physician (this includes aspirin). Students SHOULD NOT self dispense any medication, prescribed or not prescribed.**

Immunizations

State School Immunization Law, Sections 370.13, 3313.671 and 5104.011(A)(5) of the Ohio Revised Code states that all students must have an Immunization Record on file with the school nurse within 14 days of entrance. If the student is not in compliance, he will be excluded from school until this compliance is met.

Effective August 1, 1992, **ALL** seventh graders must have received a booster of the MMR immunization (measles, mumps and Rubella) to qualify for school attendance. (Ohio Revised Code: Sections 3701.13, 3313.671, and 5104.011 A(5)).

If you have questions regarding immunizations, check with your physician or call the school nurse.

Health Screenings

Health screenings done or supervised by the school nurse include:

- Vision** -K, 1, 3, 5, 7, 9, new students and teacher referrals.
 - Hearing** -K,1, 3, 5, 9, new students and teacher referrals.
 - Scoliosis** -6 (boys and girls), 7 (girls), 8
 - Blood Pressure** -At sixth grade in conjunction with the health curriculum.
- *Other grade levels may be screened at the discretion of the school nurse.

You will be notified of any results outside the normal range. If you have any questions regarding these screenings or do not wish to have your child participate, please contact your school nurse.

SAFETY PROGRAM

Safety

The safety and well-being of your child is a priority for all of us. Each child needs to become familiar with school behavior guidelines. Building, playground and classroom behavior guidelines will be explained and discussed with the children regularly throughout the school year. Every attempt will be made by the entire staff to see that these are understood and followed. By working together we can improve the safety conditions in and around our school.

Our crossing guard, along with our safety patrol, will be on duty to assist walkers to safely cross the driveway as well as at the intersection at Whitewater Boulevard and Hillborn. Please inform your child that they should cross only at designated crossings.

Children should never cross Alta View Boulevard directly in front of the school. This is not a designated crossing and this street is heavy with traffic during drop off and dismissal times. Children should cross only at the corner with the crossing guard rather than in the middle of the block. Automobile drivers are expecting the children to cross at authorized crossings. Walkers should also stay on the sidewalks rather than cutting through neighborhood yards and grassy areas. Please help us ensure your child's safety by reinforcing that they cross at these points.

We also count on the eyes of our parents to monitor the behavior of students walking to and from school. Please report any students to the office whom you see behaving inappropriately. We also appreciate your reports of students making good choices.

Bicycle, skateboards, roller blades

Students should never ride bicycles to school. After long discussion with parents, police, and staff it was determined that the traffic and conditions are unsafe for bicycles during the time students are coming to and from school. Skateboards and roller blades are not permitted on school property at any time. A sign is posted at the front of the school building stating this school district regulation. Additionally, students should not travel to school on skateboards or roller blades.

Drop Off/Pick Up of Students by Car

When parents find it necessary to drive their child to school in the morning or to pick up their child at the end of a school day it will be absolutely necessary that you pick up/drop off at the rear of the building only. The area at the front of the building is reserved for BUSES ONLY. Should you need to enter the building only park in the designated visitor parking places. We have found that our system works very well if EVERYONE adheres to the following rules AT ALL TIMES:

- Pickup/drop off at the back only. Stay in the marked lane.
- When dropping off/picking up at the rear always pull up as far as possible before having your child enter the car.
- Always have your child enter/leave your car at the curb only.
- Never stop or park anywhere it is posted as a "no stopping or standing" area. If there are no lines painted designating a parking place DO NOT PARK there. You will be creating a safety hazard and/or obstructing the flow of traffic.

- If you park in the visitor parking in the front of the building you must either walk your child across the driveway and/or meet your child at the school entrance to escort them across the driveway. DO NOT HAVE YOUR CHILD RUN ACROSS THE DRIVEWAY.

Be considerate of others and always consider the safety of all children.

Fire Drills and Tornado Drills

Fire drills are held monthly to prepare children for an emergency should one arise. If you are visiting the school during a fire drill, you will notice that the children will exit the building and remain quiet at a designated location waiting to be accounted for by their teacher. Visitors must sign in so that they can be accounted for in the advent of a fire drill. ALL PERSONS ARE REQUIRED TO LEAVE THE BUILDING DURING A FIRE DRILL. Visitor procedures during a fire drill are listed in the office next to the sign-in notebook.

Tornado emergency drills are also practiced. Children go to their shelter locations quickly and assume a protected body posture. If a tornado watch is in effect at regular dismissal times, students will be dismissed as usual. If a tornado warning is in effect at regular dismissal times, students will not be dismissed until the weather service has indicated it is safe or a parent picks up the child.

Safe School Drills

A crisis team is always 'on-call' for the building. The team is comprised of administrative, teaching, office, support and custodial staff. The team is trained to deal with a variety of crisis situations and are familiar with the contents of the Crisis Manual and crisis procedures.

Bus Service

Students may ride only the bus assigned to their particular residential area. Bus stops are established by the Transportation Department and approved by the Worthington Board of Education.

Bus drivers are responsible for and shall expect the orderly conduct of students. Students on the bus shall be under the authority of and directly responsible to the driver. If students do not respond to the driver's request for such orderly conduct, the driver shall report this to the principal. Appropriate disciplinary action may be taken as determined by the school principal.

The school will not provide supervision at bus stop locations. Parents need to monitor their child's behavior at the bus stops. Buses operate on a time schedule. This schedule does not permit buses to wait for tardy students.

Please see Behavior Guidelines section for Regulations for Students Riding School Buses

GENERAL BUILDING POLICIES AND PROCEDURES

Assemblies

Several assemblies are held throughout the year. These are made possible in large part through the help of our PTA. Parents are welcome to attend all assemblies.

Artists-Authors-In-Schools

Throughout the school year we have a variety of artists and authors visit our school. The programs are selected to provide students with exposure to the performing arts, the visual arts and cultural arts, as well as, to compliment grade level curriculum.

Appropriate assembly manners are important in helping to make a program successful. Courtesy extended to speakers, performers and fellow students is expected.

Animals and Allergies

Several of our students have allergies to animal dander. Please remember that some children have allergic reactions to animals even if they are not brought directly into the classroom. If you would like to bring an animal to school to show as a family pet, please make arrangements with the teacher (in advance) so the class can view the animal outdoors. Please refrain from walking dogs in the school at all times.

Field Trips

Students are provided opportunities to visit and experience first-hand many exciting locations in our area. Many of these trips (Old Worthington Days, for example) are required in the graded courses of study. Other trips are used to enrich curriculum. A blanket parental permission slip is signed at the beginning of the school year.

When students leave our school grounds and represent the school as a group, they will be asked to wear clothing that is appropriate for the trip.

Lost and Found

It will be helpful and practical if students' coats, hats, gloves, boots and other articles of clothing and personal items are clearly marked for quick and easy identification. Your cooperation in providing a means of identification and in urging your child to make every effort to locate lost articles is most appreciated. At the end of each semester those items which have been unclaimed are given to a local charitable organization. Please have your child check the lost and found box if he has lost anything.

Lunch and Breakfast

Your child has the option to buy breakfast and bring a packed lunch to school or to purchase lunch from the school cafeteria. The cost of breakfast is \$1.55 and lunch is \$2.75. Lunch includes a main dish, two to three side dishes and milk. The cost of milk alone is \$.50. **There is no loan program available to students.**

A nutritious breakfast is served in the school cafeteria from 8:00AM to 8:15AM. Please contact the school office for more specific information.

Slate Hill uses an automated credit system for payment of lunch and breakfast. Elementary school students purchase lunch through an account identified by a personal identification number (PIN). Money for account deposits can be sent to school on any day. Payments can be made in any amount but should be for a minimum of \$5.00. The student's name and PIN need to be on the check or envelope with money. Checks should be made payable to Worthington Board of Education. Parents are responsible for making sure students have money in their accounts. Students will be given verbal reminders when they come through the line if their account has a low balance. If a student does not have money for lunch, they will be sent to the office to call a parent. The student will then be provided a peanut butter sandwich and milk for one meal. Parents can call the cafeteria manager at the school or the food service central office to check account balances.

An online meal pay program is available as well (MealPayPlus).

SAFE SCHOOLS

In a continuing effort to make Slate Hill the safest environment possible and to be in compliance with recommendations from the district and the Columbus Police Department, the front entrance doors to the building are open while all other doors remain secured.

Any time you are visiting the building you must sign in at the office and wear a visitor badge during your stay in the building. You will notice that staff wears district identification badges. With these procedures in place identification of everyone in the building becomes much easier.

SAFETY PATROL

The school safety patrol is a group of 5th and 6th grade student volunteers under the supervision of the principal's designee. The patrol's main responsibility is to help children cross safely at intersections on their way to and from school. Your understanding and support for our student patrol is greatly appreciated.

STUDENT PARTICIPATION IN EDUCATIONAL ACTIVITIES

Students participating in the educational program may be subject to various physically demanding activities. These activities include, but are not limited to playground play, field trips, athletic events, and all other curricular and student activity events. If the parent has knowledge of his/her child's physical or other limitations, or has personal concerns, the parent is to inform the student's teacher or appropriate administrator prior to participation in the activity. While it is impossible to foresee all possible dangers, some of the specific hazards or injuries which may occur are: slipping or falling, bumps, bruises, cuts, infections, insect bites, sprains, fractures or other injuries. The designated supervisor of the activity will take reasonable precautions to minimize exposure to known risks. However, the participant's parent/guardian should understand the nature of the activity and that not all of the stresses and hazards connected with the activity can be foreseen.

STUDENT VISITORS

Students are not permitted to bring student visitors to school during school hours. Special consideration, however, may be given for this by the principal for:

- Students who have previously attended this school and moved away and are returning for a visit
- Special circumstances

Advance notice is imperative.

Student Dress

The clothing worn by students should be the choice of the parent and child knowing that good taste prevails. Clothing should be neat, clean, properly fit, and consistent with the weather conditions.

Students go outside to recess whenever it is possible. Students should be dressed appropriately especially during the winter months. Hats, gloves, boots and scarves help make recess time more enjoyable for all. Generally, students will go outside when the wind chill temperature is 20F and above. During extremely warm weather, appropriate shorts and tops may be worn. Appropriate shoes for safe playground activity should be worn. Open-toed shoes are discouraged for playground play and flip-flops should never be worn to school. Gym shoes are required for physical education classes.

When students leave our school grounds and represent the school as a group they will be asked to wear clothing that is appropriate for the trip. Student dress that is disruptive to the learning situation will not be permitted. Students are encouraged to dress appropriately and comfortably for learning purposes. As per the Board Policy 10-0603.01, any clothing that interferes with the learning process, infringes on the rights of other students and the faculty, and/or causes or is likely to cause accidents or endangerment of health or physical well-being, will not be acceptable. Families are encouraged to view school as a place of work and to avoid clothes such as extremely short shorts, mid-drift baring tops and tops with spaghetti straps or low cut arm holes.

Hats are not to be worn in the building at any time. Hats are meant to mean any hair covering that is for any reason other than health related. We consider this guideline as one of both safety and respect. This guideline applies to both boys and girls. We would appreciate it if adults would also adhere to this guideline when they enter the building at any time.

Intervention Assistance Team

Students who are developing and/or achieving at a rate less than is expected, are attending school irregularly, and/or are exhibiting behaviors that are interfering with their learning will be referred to the building's Intervention Assistance Team (IAT). The team consists of the principal, classroom teacher, reading specialist, school psychologist,

special education teachers, guidance counselor, and parents of the student referred. The goal of IAT is to develop hypothesis to what may be interfering with a child's success and develop intervention strategies which will facilitate their success in school. Typically the teacher makes a referral to IAT, however, a parent may also request such a referral. When a referral is received by the principal it is reviewed by the IAT team and the most appropriate member of the team is assigned as a case manager. The responsibility of the case manager is to schedule a meeting for the team (which includes the parent) to come together to discuss what may be interfering with the student's learning, facilitate the design of an intervention plan, and to oversee the implementation of the plan. Follow-up meetings are common as is additional testing, observations, and other data gathering. Students who are suspected of having a handicap or being considered for retention should be referred to IAT.

Advancement or Retention of Students

Within any classroom there is a wide range of academic, social and emotional skills. This is normal. Children develop in these three areas at different rates. Although we establish benchmarks for learning, it is expected that some children will function below these benchmarks and some will function above them. What we do expect from all children is that they learn and grow from where they begin each year. If their rate of learning is within the typical range, they have attended school regularly, and they are achieving within their expected range they are advanced to the next grade. Students who are developing and/or achieving at a rate less than is expected, are attending school irregularly, or are exhibiting behaviors that are interfering with their learning will be referred to the building's Intervention Assistance Team (IAT). Students must be referred to this team in order to be considered for retention. Both parents and teachers may make a referral to IAT.

A survey of research literature by the National Association of School Psychologists (*Children and Retention*. Canter, Carey and Dawson) reveal that retention, for the most part, is of questionable benefit and may have negative side effects on achievement, self-concept, attitudes toward learning, and school drop-out rates. Our preference is to provide effective interventions that will enhance student success. If through our IAT process, however, it is believed that a child is in the "wrong" grade consideration will be given to retention as the most appropriate intervention. The decision to advance or retain a student is the responsibility of the school. Once this process has been completed, however, parent input is a critical factor in making such a serious determination.

Extended Projects Program

According to Ohio legislation that was enacted during the 1999-2000 school year, school districts are required to identify children in grades K-12 who are gifted in one or more of the following areas:

1. Superior cognitive ability
2. Creative thinking
3. Visual and performing arts

4. Specific academic ability (Mathematics, Science, Reading and Writing, and Social Studies)

The school district will use assessment instruments for identifying gifted students that have been approved by the Ohio Department of Education and will accept appropriate assessment information provided by qualified personnel from outside of the district and also from other school districts in which student had been enrolled.

Information obtained through the district-wide assessment program is used for identification purposes. In addition, referrals for assessments may be initiated by school personnel or by parents.

A brochure containing more detailed information entitled *Policy and Plan for the Identification of Children Who Are Gifted* is available by calling the Worthington Schools Service Center, Office of Gifted Services, 883-3000, or by contacting the Slate Hill office.

Slate Hill currently has enrichment pull-out programs in mathematics serving students in grades 3-6.

Programs for Children With Disabilities

The Worthington Board of Education, as an expression of its commitment to a free and appropriate public education for children with disabilities and in accordance with federal and state laws, rules and regulations (Individuals with Disabilities Education Act), does hereby resolve to ensure the provision of the following:

- Child Find - anyone who suspects that a child may have a disability should report this suspicion to the district (883-3000) or school (883-3200).
- Pre-referral - parents and teacher request intervention assistance from building team
- Referral - if after intervention it is suspected that a child may have a disability then a referral is made for a multifactored evaluation.
- Multifactored Evaluation - parent permission is obtained, information is collected, and evaluations conducted and summarized to present to a team (includes parent) to determine if the child has a disability.
- Individualized Education Program
- Least Restrictive Environment Placement
- Confidentiality of Data
- Due Process
- Procedural Safeguards
- Adult Status
- Home Instruction: It shall be the policy of this school district that home instruction be provided to students with a disability which may prevent the student from attending a regular or special education program even with the aid of special transportation for more than fifteen consecutive school days or more than twenty school days on a recurring basis related to the same cause. Medical verification of need for home instruction is required for Orthopedic and/or Health Handicaps.

- **Preschool:** It shall be the policy of this school district to authorize the placement into early intervention programs those children (ages 3-5) with disabilities who have been identified through a multifaceted evaluation. Their placement will be authorized into only those public school programs that are supported through federal and state monies. An IEP must be developed for each child in accordance with board policy and authorized by the Worthington Director of Special Education. Questions regarding Preschool should be directed to Dr. Shirley Hamilton at 883.3000.

The Superintendent shall administer the development and implementation of procedures in accordance with federal and state laws, rules and regulations which will insure fulfillment of the policies contained herein. Further information regarding this program area can be obtained from the school psychologist or the office of Dr. Hamilton.

Missing Child Law - Senate Bill 63

Effective October 1, 1993 there are revisions to the Missing Child Law passed in 1985 by the General Assembly. The following are the major provisions:

- Requires a board of education, if notified by any school employee that a “missing child” is attending school within the district, to notify immediately the Missing Children Clearinghouse and the law enforcement agency with jurisdiction over the area where the child resides. ORC 109.65(d).
- A “**missing child**” is defined as a child under age 18 who has run away from home or is otherwise missing from home or who is missing and about whom there is reason to believe the child could be a victim of kidnapping, abduction, unlawful restraint, child stealing or interference with custody. ORC 2901.30(A).
- Stipulates that school boards are responsible for notifying the parent, custodian or guardian of an absent child “within a reasonable time after the determination that the student is absent.” ORC 109.65(J).
- The residential parent, guardian or custodian of a student to provide a current address and telephone number to the student’s school that the school can use to notify him or her of a student’s absence. ORC 3313.205.
- Within 24 hours of a student’s initial entry into a school, the school must request the pupil’s records from the PUBLIC OR NONPUBLIC school that the student most recently attended. ORC 3313.672 (A)(2).
- The principal must notify law enforcement agencies if the school most recently attended by the new pupil does not have records concerning the pupil, or if the records are not received from the former school within 14 days of request. ORC 3313.672(A).

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Other provisions:

- The Missing Children Clearinghouse in the Attorney General's office must send information bulletins compiled by the Bureau of Criminal Identification and Investigation (BCII) to school districts and others. ORC 109.64.
- The Missing Children Clearinghouse may assist boards of education in planning and implementing voluntary fingerprint programs for children and information programs concerning missing children. ORC 109.65(C)(1)(c) and 109.65 (E)(2)(a).

Points to consider:

The addition of the "reasonable time" language to requiring parental notification when a student is absent from school does not eliminate the need for districts to consider same-day notification of parents. It is suggested that, barring unusual or unforeseen circumstances, same-day notification be favored for reasons of legal liability. Slate Hill will notify parents the same day if their child is absent but no one has notified the school of the absence or the reason for the absence.

Rehabilitation Act-Section 504

Under Section 504, a "**handicapped person**" means any person who:

- has a physical or mental impairment which substantially limits one or more major life activities,
- has a record of such an impairment;
- is regarded as having such an impairment.

"Major life activities" means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

It must first be determined that a student does not qualify under IDEA (see section above) before consideration to qualification under Section 504 can be given.

If you feel your child may be handicapped under Section 504, please contact the building principal.

Special Parent Support Groups**S.W.E.P.P**

Support Worthington's **Extended Projects Program** provides information, and support to parents whose children participate in the Extended Projects Program for gifted and talented students in the Worthington Schools. With the recent gifted student identification law, the group supports much more than the existing formal EPP elementary and middle school program. They offer a newsletter, information meetings with speakers, a Summer Opportunities fair in the spring, parenting classes, a student recognition night, advocacy efforts, and a link to the Ohio Association for Gifted Children. Contact information can be obtained by calling 883.3000.

Parent Teacher Association

Slate Hill's Parent Teacher Association is a very active, highly supportive group which provides support to the mission and goals of our school. The mission of the PTA is:

- To assist parents and school staff in developing the skills they need to nurture children and promote their learning.
- To provide a forum for establishing parent=staff-community partnerships to enhance learning.
- To extend and enrich student's classroom experiences by providing financial support, volunteerism, and creative programming.

Look for membership forms in each month's newsletter, PTA sponsored events, or call the school office and ask for a membership form. It is a great investment in your child's success.

Parent Mentor

Worthington Schools has a parent mentor to assist parents of students who are referred for a special education evaluation or who are eligible for special education services. The Parent Mentor can support parents as they move through the processes associated with special education or as a resource for information related to special education. If you would like more information regarding the services of the parent mentor, please call the parent mentor at 883-3020.

R.I.S.E. (Resources, Information, Support, Education)

Worthington Special Education Parent Support Group provides families with resources, information and support. Meeting topics are chosen by the parents at the beginning of each year. Activities at the meetings vary from speakers and other educational programs to discussion/support formats. Information regarding meeting dates and topics may be found on the district's website. Parents interested in receiving the support group newsletter may sign up on the district's website by clicking on special education. For more information call the district's parent mentor at 883-3000.

Intradistrict Open Enrollment

Worthington School District parents may enroll their children in any school within the system if eligibility requirements established in the district's open enrollment policy are met.

In general, school officials approve requests by parents for their children to attend a Worthington school outside of their attendance area as long as the school's capacity and class size limits will not be exceeded and the educational program can be maintained. Parents must also agree to provide transportation where it is needed.

The current policy, adopted by the Board of Education in 1993, denotes the availability of space as the key element although applications will not be granted where there is evidence of academic, athletic or activity recruitment. In addition, a student who requests a second transfer while in high school may lose one year of athletic eligibility.

Transfers are limited to the start of the school year or the start of the second semester.

Application requests for a transfer at the ***start of the school year*** should be submitted ***no later than March 31***, while application requests for a ***mid-year transfer*** should be made ***no later than December 1***.

Intradistrict open enrollment request forms are available at each school office and at the district's Educational Service Center. Parents should complete the form and send it to the principal of the school of choice and forward a copy of the request to the principal of the school where the student is currently attending. The superintendent will make the

final decision on the transfer no later than **10 days before the start of the school year or second semester** after considering the recommendation of the principal of the school of choice.

The student's new assignment will remain in effect through the duration of that school year. However, the assignment is subject to annual review and may be canceled if space for students living in the school's attendance area is not available. Issues regarding attendance and punctuality will also be considered in renewing the application.

Residents who have questions about the policy or guidelines should contact their school principal or the district's Information Services Office at the Education Service Center of Worthington Schools.

Child Find

Worthington Schools is responsible for locating any child birth to 21 with a suspected disability who resides within the Worthington School District. The school district provides special education services to any child who qualifies as disabled according to the Individuals with Disabilities Education Improvement Act (IDEIA) or Section 504 of the Rehabilitation Act ages 3 through 21 years of age. Suspected disabilities include: multiple disabilities, deaf-blind, hearing impairment, visual impairment, speech/language disability, orthopedic impairment, emotional disturbance, mental retardation, specific learning disability, autism, traumatic brain injury, other health impairment and developmental delay (preschool only). If you know of a child who is suspected to have a disability, please call the Director of Special Education at 883-3020 or contact your building principal for more information.

Student Records

Under federal law and Worthington School District Board of Education policy, parents of any student under eighteen years of age or the student, if eighteen years of age or older, have the right to examine the student's records, to challenge the contents of those records to insure that they are not misleading, inaccurate or in violation of the student's rights, to insert in the record an explanation of disputed material, and to file a complaint with the Family Educational Rights and Privacy Act Office, 330 Independence Avenue SW, Washington, DC 20201, if the parent or student believes the district is not complying with federal law or regulations governing student records.

The Board of Education has established policies and procedures regarding access to and challenges of student records. Copies of these policies and procedures are kept at the office of the Treasurer of the Board of Education, 200 East Wilson Bridge Road, Worthington, Ohio 43085.

Homework

Homework is meant to mean work that should be done at home. Students, however, who are off task during the school day may also be bringing uncompleted work home in addition to their homework. At the primary grades there will be little formal homework. Children at this level need time to play and relax after a busy day at school. This does not mean that a primary age child should not regularly take part in recreational or research reading, collecting materials, exploring the community, making scrapbooks, or other independent work experiences at home. Experiences of this nature may be initiated at school, but generally are not required of the primary age student.

Formal homework is encouraged for children at the intermediate grade levels. This homework should not be over-burdening for any child. One hour a day for a fifth grader, while one to one and a half hours a day for a sixth grader, would normally be maximum.

If your child is experiencing problems with his/her homework please contact your child's classroom teacher.

Suggestions for Parents Concerning Homework

You and your child should discuss when, how and where he works best and then decide together on the time and place for doing homework.

Parents can help with assignments in the following way:

- You can provide a specific place and time that homework will be completed;
- You can help your student select topics for themes, prioritize, and organize to get their work done;
- You can help him find books, pamphlets and magazine articles for his research in various subjects.
- You can provide support for spelling, language mechanics, and organization of ideas;
- You can help him collect materials for a project, but the parent should never take the major responsibility for collecting the items needed.

If your intermediate age child comes home saying "I have no homework" or "I did it all in school", you should contact your child's teacher to confirm. In the first part of the school year, check to be sure that your child has completed all his assignments and that written work is neatly done. Students in grades 2-6 complete plan books daily. Please check them and use them as a tool for communicating with your child's teacher.

Student-Teacher-Parent Conferences

At Slate Hill students are involved in the parent-teacher conference. We feel strongly that students will be most successful if they are aware of their strengths and needs and if they set personal goals for improvement. Our first conference is held on the first day of school. There are two additional conference dates during the school year. The most successful conferences are those in which all participants come prepared to share and ask questions. Your attendance at these conferences is one of the single most

important ways in which you can support your child's learning. At any time you have a concern or a question, however, please contact the classroom teacher to discuss and/or set up a conference time.

Slate Hill Volunteer Opportunities

Slate Hill has many volunteer opportunities. We believe that volunteers are critical to the success of our children.

No special qualifications or skills are required and you will derive great satisfaction from working with the children and our staff. Some of our regular activities include classroom, library and cafeteria helpers. If you are unable to come to school, but would be able to work in your home, we can use your assistance, too. This program is overseen by the Slate Hill PTA. Volunteers must complete the district requirements starting with the volunteer application which can be located at <http://worthington.k12.oh.us/forms.php>.

RESPONSIBILITIES OF STAFF AND VOLUNTEERS

- BE DEPENDABLE
- BE PROFESSIONAL
- CONFIDENTIALITY IS OF THE UTMOST IMPORTANCE
- FOLLOW DIRECTIONS AND FEEL FREE TO ASK QUESTIONS

Volunteer Code of Conduct

We love to have as many positive role models in our school as possible. By volunteering you help us tremendously in increasing the amount of attention we give to every student in the school. We ask, however, that you help keep the school environment a place where everyone feels comfortable and safe by following a few simple guidelines.

As a volunteer or visitor in the building we ask that you do your best to practice the Code of Conduct with special attention to the following:

- Always check in the office and wear your identification badge.
- Confidentiality - What you see and hear in the office, classroom, playground, or anywhere in the school, should not be discussed with anyone. If what you see or hear causes you to be concerned talk to the appropriate staff person and we will be sure to address the problem. Volunteers should be careful not to comment on or discuss any children other than their own. This can be very hurtful and upsetting to the parents of those children, as you can imagine.
- We love it when you use a gentle word to redirect children's behavior. However, when more serious intervention is needed please get a staff person to take care of the problem.

Your attention to these guidelines ensures that all children are protected and respected.

Classroom Visits by Parents

Parents are always welcome to visit our classrooms. Please inform the teacher when you intend to visit your child's classroom. We suggest that you plan your visit after the teacher has had sufficient time to get the class well organized and has had an opportunity to know the children. *Please be sure to contact your child's teacher in advance to arrange a visitation time.* Once you and the teacher schedule the visit, plan to stay about an hour. You may want to plan your visit so that you can also eat lunch with your child at school.

Please refrain from "dropping in" in the morning or at dismissal time to talk to the teacher unless there is an emergency. This time is very important for the teachers to check in with their students, organize for the day, make phone calls, or consult with peers. Scheduled conferences are very much appreciated.

As always, upon arriving at school, please stop at the office to sign in the visitor notebook. **Never** go anywhere in the school building without checking in and receiving a visitor badge. We ask you to do this even if you are just bringing something to school for your child. This will allow us to know who is in the building at all times. We are also required to account for each individual in the building in case of a fire drill or fire alarm.

Reporting To Parents

Progress reports for grades one through six will be issued during each nine weeks period. Kindergarten progress reports are sent home three times during the school year. Parents will receive information regarding interpretation of the progress report throughout the school year.

PLACEMENT OF STUDENTS

In the spring of each year and over the summer, placement of students for the following year is accomplished. This procedure is extremely important, requiring considerable time and careful consideration. It is important because a student's placement into the appropriate classroom setting is a significant factor in his/her educational and social progress during the year. Each student is placed individually considering a number of factors:

- student's personality and learning style
- teacher's personality and teaching style
- heterogeneous mix of ability levels
- balance of boys and girls
- overall composition of the class

After spring break a form will be sent home soliciting parent input to assist in the placement process. We encourage all parents to utilize this form to communicate teaching/learning priorities for their child.

Withdrawals

It is very important for parents to let the school know when you plan to move out of the district. Please notify the secretary as soon as possible as this will enable the school to

gather information that will be helpful in your child's transition to a new school of attendance.

Visas for Students from Other Countries

When enrolling students from other countries, the secretary must see the student's visa before the student can be enrolled. Students currently enrolled in the school district that have a change in status of their passport/visa must notify the school of the change of status.

Changes in Information

Any time there is a change in telephone number, address, place of employment, marital status, or anything else the school should be aware of ***please contact the school secretary immediately so our records can be updated.*** We need this information to be current in case of an emergency. Legal documents maybe required when applicable. When moving within the district parents will be asked to provide proof of residency at their new address.

In all cases where custody of a child has been designated by the court, the court document must be on file in the school office. Please bring a copy of the official decree to the school office as soon as possible. School personnel can not abide by custody specifications unless we are made fully aware of them.

Noncustodial parents should notify the school to let us know that they wish to receive communication (emails, flyers, progress reports, etc.).

School Closing

It may be necessary to close school early or delay opening school some days because of weather conditions or for other reasons. Parents should listen to the radio to find out about school plans in the event of bad weather or hazardous road conditions. The school district will implement the automated calling system with the information. The decision to open or close schools will be announced by 6:30 AM. If by 7:00 AM the radio hasn't mentioned that our schools will be closed, parents and students should assume that we plan a normal school day. If during the day weather conditions worsen or an emergency occurs *parents need to have alternative plans in case of an early dismissal. It is always important that your child know what to do if they should ever arrive home to an unusual situation.*

Most local radio and television stations are contacted with delay and closing information as well as implementing the automated calling system.

Schools may open late on some days and these announcements will also be reported on the district's information line and on local radio and television stations.

All-day or early closing of schools will cancel afternoon and evening activities in school buildings. These include athletic activities, student club meetings, parent, community and teacher meetings and Continuing Education classes.

When morning weather conditions appear questionable, supervisors of the Worthington Schools' transportation, maintenance and custodial departments begin to check local roads at about 5:00 AM and confer with the superintendent who makes the final decision.

***Your child must have instructions on where
he/she should go in the event it
becomes necessary to close school
after he arrives at school
(and you might not be at home).***

PLEASE PLAN IN ADVANCE FOR THESE EMERGENCY SITUATIONS.

WHAT YOU CAN DO TO HELP YOUR CHILD WITH SCHOOL

- Set aside time for homework and provide a quiet, comfortable place.
- Limit your child's television viewing time to one hour or less per day. Instead, encourage reading and other activities.
- Visit the library regularly with your child even though there is a library at school.
- Continue to read to your child even when your child can read. This lets them know that you value reading as a worthwhile leisure time activity.
- Provide your child with his own books and magazines.
- Provide for your child's physical needs especially good nutrition and adequate rest and exercise.
- Accept your child as he is and encourage him within his ability.
- See that your child attends school regularly and keep in close contact with the school.
- Help your child learn habits of sharing, cooperation, and completing a task.

International Reading Association

Slate Hill

Behavior Guidelines

- Expectations
- Procedures

Slate Hill Code of Conduct

I will treat others with respect.
I will behave in a responsible way.
I will use my words wisely.
I will make good choices.

Slate Hill will be a place where we treat everyone with respect. We will behave in a responsible way. We will accept the consequences for our choices. We will solve problems in a non-violent manner. We will use words and problem solving skills to work through our disagreements. We will show courtesy and consideration to all who enter Slate Hill. We will take care of ourselves and others so that we come to school prepared to be good learners.

SPECIFIC BEHAVIOR GUIDELINES AND CONSEQUENCES

The goal of our school behavior management program is to assist students in learning how to manage their own behavior and to make good choices for both themselves and others. Children need to clearly understand behavior expectations and realize that there are consequences for their actions. We want them to develop the ability to think ahead about the effect of their behavior on others, problem-solving strategies that will avoid confrontational incidents and promote mediation, and learn self-control. Parents will be contacted if their child is exhibiting a pattern of difficulty in following specific school guidelines. Severe infractions will also be reported immediately to parents. Minor infractions, however, will likely be handled within our school community.

Slate Hill's Code of Conduct was developed by input from staff and students. The accompanying behavior guidelines (rules) are reviewed and updated annually with input from students and staff. During the first week of school all students review our Code of Conduct and talk about the "rules" that are necessary on our playground, in our cafeteria, and in our hallways, in order to honor the Code of Conduct. Please look for these rules to come home in September and post them where they can be seen by your child. Take opportunities throughout the year to talk about them and how your child is doing in following them.

Procedure When Students Violate Above Guidelines

When a child violates a school rule during non classroom time the staff member on duty will record this violation in the behavior management book. Depending on the violation the student will receive a short time-out immediately or an office referral will be made if the violation is severe in degree or frequency. You will receive a written notice each time your child is referred to the office. Upon receipt of this notice please discuss the behavior guidelines with your child and the importance of following them. Upon the third violation in a grading period, or in the case of extremely inappropriate behavior, the student will be assigned an after school detention of sixty minutes. The office will call you at least one day prior to the date on which the detention is to be served in order that you may make arrangements, if necessary, for their transportation home. You will also receive written notice at the time of the third violation. Any additional violations following the third in a grading period will result in an after school detention. Each grading period, however, the "slate" is cleared and the process described above goes in to place.

Should your child be assigned an after school detention they will be required to do some thinking and writing about their behavior. The parent will receive a letter from their child regarding what they did to earn detention and what other choices they could have made.

Because US Mail is very expensive we will be sending these notices home with your child. You may want to stress with them the importance of giving these notices to you immediately. We are most hopeful that the opportunity that you will have to discuss good choices with your child will prevent the need for the consequence of an after

school detention. If you have any questions about the situation please call the staff member who is noted on the behavior slip. As you know, rules exist to keep the environment safe and orderly. We appreciate your support in creating that climate for your child. These behavior notices are for your information only and are not included in the child's accumulative record.

The following steps may be bypassed if the behavior is severe.

First office referral	Student meets with principal, A "Refocus Sheet" is completed, possible consequence is assigned, written notice sent home to parents.
Second office referral	Student meets with principal, A "Refocus Sheet" is completed, possible consequence is assigned, written notice sent home to parents.
Third office referral	Student meets with principal, A "Refocus Sheet" is completed, possible consequence is assigned, written notice sent home to parents. Parents will be contacted, invited in for a meeting and consequences developed.
Additional office referrals	Student meets with principal, A "Refocus Sheet" is completed, possible consequence is assigned, written notice sent home to parents. Parents will be contacted Parents will be contacted, invited in for a meeting and consequences developed.

Our goal is to have positive proactive approach for student behavior. Students will have high expectations to: Treat others with respect, behave in a responsible way, and make good choices. We treat this as a learning experience. Please feel free to communicate with us regarding alternate strategies that may better accomplish this goal than those described above.

NOTE: If the violation is extreme then parents will be contacted and an appropriate consequence will be discussed. Please refer to the Worthington City Schools Discipline Board Policy for information regarding procedures followed for severe misconduct. These policies are posted in the school entrance near the office.

Bus Behavior Guidelines

Students should:

1. Follow bus safety rules (See below)
2. Behave appropriately at morning and afternoon bus stops.

Regulations for Students Riding School Buses (Worthington City Schools Code Of Conduct)

1. The school bus driver shall be in charge of the bus at all times and shall be responsible for order.

2. Students riding school buses shall:
 - a. arrive at the bus stop 5 minutes prior to scheduled pickup time.
 - b. board, exit and ride the school bus in an orderly and non-disruptive manner;
 - c. sit facing forward in his/her seat from the time of boarding until disembarking;
 - d. refrain from engaging in any conversation or activity (including fighting) which could reasonably interfere with the safety of passengers or with the bus driver's safe operation of the bus.
 - e. refrain from conduct, conversation or forms of expression which could reasonably offend the ordinary sensibilities of human beings;
 - f. not vandalize or otherwise damage a school bus;
 - g. not eat, drink or smoke while in a school bus;
 - h. not transport animals, dangerous objects or materials;
 - i. not throw objects either out of or within the bus and not extend any part of their body out of a window;
 - j. make no noise while a school bus is approaching or crossing a railroad crossing or at any other point of danger as specified by the school bus driver;
 - k. cross all streets at least 10 feet in front of the school bus and remain visible to the driver at all times;
 - l. board or leave the bus only at assigned stops unless they have parental or administrative written authorization to do otherwise;
 - m. upon departing the bus in the afternoon students are to proceed to a designated place of safety where they must remain until the bus leaves the stop (new regulation-fall 1999)

A violation of any of the foregoing rules or of any provision of the student code of conduct shall constitute disorderly conduct and shall subject the student to suspension or termination of bus privileges, emergency removal, or other discipline, as determined by the principal.

Please contact your child's bus driver regarding any questions or concerns you may have, 883-3180.

Consequences

The discipline steps described above will also be followed in the case of behavior problems on the bus which result in a write up from the bus driver, however, upon the 4th bus write-up there will be a loss of transportation privilege for a time determined by the principal. Parents will be contacted to come in to a school for a conference upon the third write-up.

Zero Tolerance for violation of the Worthington Schools Code of Conduct (see following).

On July 27, 1998, the Worthington Board of Education adopted a policy stressing its strict enforcement of Worthington's Student Code of Conduct. Required of all Ohio school districts, such policies have become known as "Zero Tolerance" policies. Slate Hill strongly adheres to this policy and practice.

Worthington Schools' Student Code of Conduct is attached. It consists of 33 regulations that, if violated, will result in immediate disciplinary action taken against the student(s) involved. It is important to note that following these regulations is expected at all times while on school property, to and from school to home, and during school activities or functions that are not on school property. A student's due process will always be honored regardless of the severity of the situation.

In addition to strict disciplinary action for obvious Code of Conduct violations such as possession, use or distribution of alcohol, drugs and weapons, Zero Tolerance also requires strict disciplinary action for the possession, use or distribution of counterfeit and "look-alike" alcohol, drugs and weapons. In the eyes of the law, such "look-alikes" pose as much threat as the real article and, therefore, demand that similar disciplinary actions be taken. Zero tolerance also includes pretending to "shoot" someone with your finger or pretending to "take" or give out drugs. Whether this action was intended to threaten or resulted in frightening other children will be a key consideration in determining appropriate disciplinary action.

Any threat to another person's safety, or feeling of safety, will be also be addressed under this provision. Included in this is bullying, sexual harassment, and racial harassment. Threats that are described as "just kidding" will also be addressed through the zero tolerance policy.

A student's violent actions, or the threat of violent actions, will result in immediate consequences. Emergency removal of a student for up to three days, during which time a due process hearing will occur, is authorized under this provision. The ultimate outcome of the hearing may be long-term suspension and a recommendation for expulsion by the Superintendent of Schools. Expulsion can be for up to one year if a weapon is involved. It is important that parents understand the purpose of this policy and coach their children on this issue.

Every child has the right to come to school and feel safe. Please help us by ensuring that your child understands the above policy and the consequences of its violation.

Worthington City Schools

Discipline

Board Policy

Student Rights and Responsibilities

Students, like all citizens, have rights guaranteed by the Constitution of the United States including the First Amendment which ensures the freedom of religion, speech, press, assembly and petition and the Fourteenth Amendment which guarantees due process and equal protection. These rights will be provided to students to the extent that they are applicable in the public school setting and as provided in Board policy and regulations.

The rights of an individual are preserved only by the protection and preservation of the rights of others. A student is responsible for the way he or she exercises such rights and the student must accept the consequences of his or her actions and recognize the boundaries of the student's rights. Each exercise of an individual's rights must demonstrate respect for the rights of others.

These statements set forth the rights of students in the public schools of the district and the responsibilities that are inseparable from these rights:

- 1. Civil rights--including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.***
- 2. The right to attend free public schools: the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.***
- 3. The right to due process of law with respect to suspension and expulsion.***
- 4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights as applied to the public school setting.***
- 5. The right to privacy as applied to the public school setting, which includes privacy in respect to the student's school records as required by state and federal law.....***

As part of the educational process, students should be made aware of rights and responsibilities and of the legal authority of the Worthington Board of Education to make and delegate authority to its staff to make rules regarding orderly operation of the schools.

[Adoption date: May 14, 1990]

Revised: June 12, 1995

STUDENT DUE PROCESS RIGHTS

The Worthington Board of Education and school officials have the legal authority to deal with disruptive students and student misconduct. Due process, in the context of quasi-judicial administrative proceedings carried out by school authorities, does not mean that the procedures used by the courts in juvenile proceedings must be followed. Due process for suspension, expulsion, and emergency removal will be provided to students pursuant to the requirements of the Ohio Revised code and Board of Education policy and regulations. thus, students will have clearly established means by which administrative due process is available for the protection of the individual's rights. Due process procedures will be provided fairly, impartially, and equitably.

[Adoption date: May 14, 1990]

Revised: June 12, 1995

LEGAL REFS.: ORC Chapter 2506
3313.66; 3313.661
State Board of Education Minimum Standards 3301-35-03(G)(2)(c)

CROSS REFS.: 10-0200, Equal Educational Opportunities
10-0603.07, Tobacco Use by Students
10-0704, Student Suspension
10-0705, Student Expulsion

STUDENT CONDUCT

Good conduct is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in such a way that the rights of others are not violated. Students of the Worthington School District will conform with school regulations and accept directions from authorized school personnel.

STUDENT DRESS CODE AND EXPRESSION

Student clothing, jewelry, buttons, badges, insignia, hair style, personal possessions, publications, gestures, or other items, symbols or expression are prohibited if it:

- 1. causes, intends to cause, or is likely to cause material disruption of the educational process;***

2. *infringes on the rights of other students and the faculty;*
3. *prevents the board of education or its employees or agents from discharging statutory obligations;*
4. *causes, intends to cause, or is likely to cause accidents or endangerment of the health or physical well-being of the students or faculty;*
5. *causes, intends to cause, or is likely to cause a hostile, intimidating, degrading, offensive, harassing, or discriminatory environment.*

STUDENT CONDUCT ON SCHOOL BUSES

Regulations for Students Riding School Buses

The following regulations apply to student conduct while boarding and riding buses, in loading and unloading areas, and at pick-up and drop-off points.

1. *The school bus driver shall be in charge of the bus at all times and shall be responsible for order.*
2. *Students riding school buses shall:*
 - a. *board, leave and ride the school bus in an orderly and non-disruptive manner;*
 - b. *sit in his/her seat from the time of boarding until disembarking;*
 - c. *refrain from engaging in any conversation or activity (including fighting) which could reasonably interfere with the safety of passengers or with the bus driver's safe operation of the bus;*
 - d. *refrain from conduct, conversation or forms of expression which could reasonable offend the ordinary sensibilities of human beings;*
 - e. *not vandalize or otherwise damage a school bus;*
 - f. *not eat, drink or smoke while in a school bus;*
 - g. *not transport animals, dangerous objects or materials;*
 - h. *not throw objects either out of or within the bus and not extend any part of their body out of a window;*
 - i. *make no noise while a school bus is approaching or crossing a railroad crossing or at any other point of danger as specified by the school bus driver; and*
 - j. *cross all streets at least 10 feet in front of the school bus and remain visible to the driver at all times.*

A violation of any of the foregoing rules or of any provision of the Student Code of Conduct (10-603-R) shall constitute disorderly conduct and shall subject the student to suspension or termination of bus privileges, emergency removal, or other discipline. Principals or the superintendent may suspend bus privileges for infractions of those regulations, only the superintendent may terminate bus privileges.

TOBACCO USE BY STUDENTS

No student shall smoke or use tobacco or possess any substance containing tobacco on school premises, at school sponsored activities or events whether on or off school premises, in any vehicle whose use is controlled, organized, or arranged by the school, in any area under the control of the Worthington Schools

(including cars or other vehicles on school property), or at any time the student is subject to the authority of the Board of Education or school district personnel.

DRUG AND ALCOHOL ABUSE BY STUDENTS/ PREVENTION OF CHEMICAL ABUSE

Substance abuse has become an insidious problem in our country. Communities are becoming increasingly aware of its harmful effects and recognize experimentation can lead to dependency. This dependency disrupts the maturation process, alters physical and emotional well-being and interferes with performance capabilities of the user. Use of illicit drugs and unlawful possession and use of alcohol are wrong and harmful.

The Worthington Board of Education strongly supports programs that are designed to raise awareness, to prevent involvement with drugs and alcohol; to assist and support those who are involved and affected; to work cooperatively with those who are willing to seek help and to provide a consistent disciplinary drug and alcohol policy.

The board encourages communication and cooperation between the schools, homes and community.

Staff Responsibilities

All staff in the Worthington School District will be made aware of their responsibilities for education, counseling and reporting all cases of drug and/or alcohol abuse to the appropriate school officials. Staff members will report to the building official alleged possession, misuse or selling of drugs and/or drug paraphernalia or instruments. Staff will be provided with information and procedures to allow them to fulfill their responsibilities.

Responsibilities of School Officials

It is the responsibility of the school official to inform students, staff and parent(s) concerning the drug and alcohol abuse policy of this school district and to determine through surveys and school records the extent of usage and abuse and convey this information so that parent(s), staff and community are kept apprised.

Except as between the persons directly involved in the student's education and except as otherwise provided herein, all matters concerning reports of drug or alcohol abuse shall be and remain confidential.

When a school official has reason to believe that a student is in violation of the drug/alcohol policy, the following action will be taken:

- A. The student will be brought to the school official and informed of the alleged offense, the evidence to support the allegations and the disciplinary penalty which may apply.**
- B. If the student is in need of medical attention, the school nurse and/or medical emergency squad will be notified to render medical attention.**
- C. The parent(s) will be immediately notified and asked to meet with school officials.**
- D. Only in the case of medical emergency and the parent(s) cannot be notified will the person on the student's emergency call list be notified.**
- E. School officials will cooperate fully with law enforcement agencies and report to them any information that would be considered beneficial in the efforts to stem the use of drugs and alcohol.**
- F. Notification of police shall be in accordance with the provisions under each offense. If reported, a written record shall be made of the incident to the police. The police, at their discretion, may conduct an investigation.**

Student Responsibilities

All students are to be responsible for understanding the Worthington drug and alcohol policy and counseling services available to them. The student's responsibility is to use this information to make decisions about drug and/or alcohol use.

Students who voluntarily request assistance or counseling in situations where no offense, as specified in Section E of this policy, has been detected by school will not be deemed to be in violation of school policy based on information divulged. In situations where an offense, as specified in Section E of this policy, has been detected by school officials, violation of school policy will not necessarily be excused on the basis that the student has requested counseling.

Medication

The board wishes to cooperate fully with students, parent(s) and the medical profession to ensure that any student receives required medication during the normal school day at the time the student needs it. The administration shall establish guidelines to maintain control of authorized drugs within the schools and to ensure the health and welfare of the students. The possession by a student of medication prescribed by a licensed physician in that student's name shall not constitute an offense under this policy unless said student exceed the prescribed dosage. In such cases, the disciplinary action shall be in accord with this policy.

Parent Responsibilities

The Worthington Board of Education recognizes that parent(s) are primarily responsible for their children. The link between school and parent(s) is the child. The effectiveness of this drug and alcohol policy will be assisted by the cooperative effort of both the family and the school board.

STUDENT DISCIPLINE

File: JG-R

STUDENT DISCIPLINE

Student Suspension

The Superintendent, principal or other school administrator may suspend a student from school for a period of not more than 10 school days. If, at any time a suspension is imposed, there are fewer than 10 school days remaining in the school year in which the incident that gave rise to suspension takes place, the Superintendent may apply any remaining part of all of the suspension to the following school year. Unless otherwise indicated in the notice of suspension, students who are suspended from school are automatically suspended from all school activities and all cocurricular activities, as part of the students' suspension from school, for the same period of time as the suspension. No student shall be suspended from school unless prior to the suspension the Superintendent, principal or other school administrator:

If the suspension or proposed suspension is based on a violation listed in Board Policy, JEGA, Permanent Exclusion, and if the student is 16 years of age or older at the time the offense is committed, the written notice of the intent to suspend and the written notice of suspension must include a statement that the Superintendent may seek to permanently exclude the student if the student is convicted of or adjudicated a delinquent child for that violation.

A suspension from cocurricular or extracurricular activity only, which does not involve a related suspension or expulsion from school, is governed by Board Policy IGDL and not by this regulation.

File: JG-R

Right of Appeal

In cases of suspension by a building principal, assistant principal or other building administrator, the right of appeal shall be:

The appeal hearing is not a formal judicial proceeding. The student, student's parent or their representative do not have the right to cross-examine or question school staff, students or other persons at the hearing. Any cross examination or questioning is at the sole discretion of the appeal hearing officer.

File:JG-R

In cases of suspension originated by the Superintendent, the right of appeal shall be:

The appeal hearing is not a formal judicial proceeding. The student, student's parent or their representative do not have the right to cross-examine or question school staff, students or other persons at the hearing. Any cross examination or questioning is at the sole discretion of the appeal hearing officer.

File: JG-R

Emergency Removal of Student

If a student's presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process taking place either within a classroom or elsewhere on school premises, then the Superintendent, principal or assistant principal may remove the student from curricular or extracurricular activities or from the school premises. A teacher may remove the student from curricular or extracurricular activities under his/her supervision, but not from the premises. If a teacher makes an emergency removal, reasons will be submitted to the principal in writing as soon after the removal as practicable. In all cases of normal disciplinary procedures where a student is removed from a curricular or extracurricular activity for less than one school day and is not subject to further suspension or expulsion, the due process requirements of suspension and expulsion do not apply.

If the emergency removal exceeds one school day, then a due process hearing will be held within three school days after the initial removal is ordered. Written notice of the hearing and the reason for removal will be given to the student as soon as practical prior to the hearing using the notice of intent to suspend or notice of intent to expel, as applicable. A hearing shall be conducted in accordance with suspension procedures unless the student has received a notice of intent to expel, in which case a hearing shall be conducted in accordance with expulsion procedures, except that the hearing for suspension or expulsion shall be held within three school days of the initial removal. The person who ordered or requested the removal will be present at the hearing.

If the Superintendent or principal reinstates a student prior to the hearing for emergency removal, the teacher may request and will be given written reasons for the reinstatement. The teacher cannot refuse to reinstate the student.

The student may be removed from curricular or extracurricular activities or excluded from school premises until a hearing is conducted according to suspension or expulsion procedures, whichever is applicable.

Students who are emergency removed from school premises are automatically removed from all school activities and all cocurricular activities for the same period of time as the emergency removal from school. An emergency removal from a cocurricular activity only which does not involve a related suspension or expulsion from school is governed by Board policy JGG and not by this regulation.

Student Expulsion

The Superintendent may expel a student from school. Except as specified below as related to firearms, knives and criminal acts, students may be expelled from school for a period not to exceed the greater of 80 school days or the number of school days remaining in the term or semester in which the incident that gives rise to the expulsion takes place. The expulsion may also be extended pursuant to ORC 3313.66(F) related to permanent exclusion. In the case of students who are expelled for a period of time that exceeds the number of school days remaining in that school year the Superintendent may apply any part or all of the period of the expulsion to the following school year.

Unless otherwise indicated in the notice of expulsion, students who are expelled from school are automatically expelled from all school activities and all cocurricular and extracurricular activities, as part of the student's expulsion from school, for the same period of time as the expulsion.

A suspension from a cocurricular or extracurricular activity only which does not involve a related suspension or expulsion from school is governed by Board policy JFC-R and not by this regulation.

A student who brings a firearm, as defined in Board regulation to school or on to property owned or controlled by the Board while school is in session; to school sponsored activities or events whether on or off school premises; on school premises whether or not school is in session; in any vehicle whose use is controlled or organized or arranged by the school; or at any time when the student is subject to the authority of the Board or school personnel shall be expelled from school for one calendar year. Any such expulsion shall extend, as necessary, into the school year following the school year in which the incident occurred. The Superintendent may reduce, on a case-by-case basis, the one year required expulsion period in circumstances subject to the provisions of Federal and State law related to the education of handicapped students or when the Superintendent, in his/her sole discretion, determines that the interest of the expelled student is served and the interest of other students, school employees and other members of the school community are not disproportionately disserved by such a reduction. This provision does not in any way prevent school officials from pursuing the permanent exclusion of a student pursuant to ORC 3313.662..

A student who brings a knife, as defined in Board regulation, to school or on to property owned or controlled by the Board while school is in session; to school-sponsored activities or events whether on or off school premises; on school premises whether or not school is in session; in any vehicle whose use is controlled or organized or arranged by the school; or at any time when the student is subject to the authority of the Board or school personnel may be expelled from school for a period of up to one calendar year. Any such expulsion may extend, as necessary, into the school year following the school year in which the incident occurred. The Superintendent may reduce, on a case-by-case basis, the one year required expulsion period in circumstances subject to the provisions of Federal and State law related to the education of disabled students or when the Superintendent, in his/her sole discretion, determines that the interest of the other students, school employees and other members of the school community are not disproportionately disserved by such a reduction. This provision does not in any way prevent school officials from pursuing the permanent exclusion of a student pursuant to ORC 3313.662.

A student who possesses a firearm or knife, as defined in Board regulation JFC-R, at a school or on any other property owned or controlled by the Board, while school is in session; at school sponsored activities; on school premises, off school premises at any school sponsored activity or event; in any vehicle whose use is controlled or organized by the school; or at any time when the student is subject to the authority of the Board or school personnel, may be expelled from school for a period up to one calendar year. Any such expulsion may extend, as necessary, into the school year following the school year in which the incident occurred. This provision does not in any way prevent school officials from pursuing the permanent exclusion of a student pursuant to ORC 3313.662.

A student who commits an act that is a criminal offense when committed by an adult and that results in serious physical harm to persons as defined in division (A)(5) ORC 2901.01 or serious physical harm to property as defined in division (A)(6) of ORC 2901.01 while the student is at school, on any property owned or controlled by the Board, or at any interscholastic event, extracurricular event or any other school property or activity, wherever located, may be expelled from school for a period up to one calendar year. The Superintendent may reduce, on a case-by-case basis, the one year expulsion period in circumstances subject to the provisions of Federal

and State law related to the education of disabled students or when the Superintendent, in his/her sole discretion, determines that the interest of the expelled student is served and the interest of other students, school employees and other members of the school community are not disproportionately disserved by such a reduction. This provision does not in any way prevent school officials from pursuing the permanent exclusion of a student pursuant to ORC 3313.662. Any expulsion pursuant to this provision shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

A student who makes a bomb threat with respect to any school building or to any premises at which a school activity is occurring at the time of the threat, may be expelled from school for a period of up to one calendar year. The Superintendent may reduce, on a case-by-case basis the one year expulsion period in circumstances subject to the provisions of Federal and State law related to the education of disabled students or when the Superintendent, in his/her sole discretion, determines that the interest of the expelled is served and the interest of other students, school employees and other members of the school community are not disproportionately disserved by such a reduction. This provision does not in any prevent school officials from pursuing the permanent exclusion of a student pursuant to ORC 3313.662. Any expulsion pursuant to this provision shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

No student shall be expelled unless prior to his/her expulsion the Superintendent:

If the Superintendent or designee determines, as a result of the hearing, that the student should be expelled, the Superintendent shall, within one school day after the time of the student's expulsion, notify in writing the parent, guardian or custodian of the student and the Treasurer of the Board of the expulsion.

The notice of expulsion to the parent, guardian or custodian of the student shall include: (A) the reason for the expulsion; (B) notification of the right of the student or the parent, guardian or custodian to appeal the expulsion to the Board or its designee, and to be granted a hearing before the Board or its designee to be heard against the expulsion; (C) the right to be represented in all appeal proceedings and (D) the right to request that the hearing be held in executive session.

If the expulsion is for more than 20 days or for any period of time if the expulsion will extend into the following semester or school year, the notice of expulsion will provide the student and his/her parent(s), guardian or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behavior that contributed to the incident that gave rise to the student's expulsion. The information shall include the names, addresses and telephone numbers of the agencies.

If the proposed expulsion is based on a violation listed in Board policy JEGA, Permanent Exclusion, and if the student is 16 years of age or older at the time he/she allegedly committed the violation, the written notice of intent to expel and the written notice of expulsion shall include a statement that the Superintendent may seek an extension of the expulsion pursuant to ORC 3313.66(F) and that the Superintendent may seek to permanently exclude the student if the student is convicted or adjudicated a delinquent child for that violation.

The building principal may recommend expulsion to the Superintendent. In cases where expulsion is recommended by the principal, a summary of the nature of the offenses and information such as statements, or conferences should be made by the principal and be provided to the office of the Superintendent.

A student expelled during the second semester of a school year whose expulsion has ended prior to the beginning of the next school year, must be expelled for re-admission in summer school following that semester during which he/she was expelled.

Expulsion Appeal

The parent, guardian or custodian, or the student may appeal the expulsion decision to the Board or its designee, as provided in this policy.

From a list of attorneys developed by the Superintendent, a designee shall conduct the expulsion appeal hearing. Those on the list shall be requested to serve in rotating alphabetical order. The appeal hearing should generally be held within 15 school days from the date the request for the appeal hearing was received in the Superintendent's office, although the hearing may be scheduled at a later time, as determined by the Superintendent. If for any reason a designee is unable to conduct the hearing within 15 school days from the date the request for an appeal hearing was received in the Superintendent's office and/or on the date designated by the Superintendent, the next available attorney on the list should conduct the hearing. The designee shall determine the facts, make conclusions of law, and recommend to the Board that the expulsion order be affirmed, reversed or modified. Upon consideration of the designee report, the Board, by a majority vote of its full membership, shall affirm, reverse, or modify the expulsion. If no list of designee attorneys has been developed or no attorney on the list is available, the Board may also conduct the hearing.

Conduct of the Hearing

The initial expulsion hearing and any appeal are not formal judicial proceedings. The student, student's parents or their representative do not have the right to cross-examine or question school staff, students or other persons at the hearing. Any cross-examination or questioning is at the sole discretion of the hearing officer or appeal hearing officer. If the student, student's parents or their representative fail to follow hearing procedures established by the Board in policy and regulations, the hearing may be terminated and the hearing officer may proceed with a decision in the matter.

Right of Appeal

In cases of an expulsion, the right of appeal shall be:

Violation of Suspension or Expulsion

While under suspension or expulsion, a student shall not have access to or be permitted on school premises or at school activities except with the specific permission of the building principal. If a student is found on school premises or at school activities without the permission of the principal, he/she may be referred to law enforcement authorities for appropriate action.

Saturday School and Demerit System

Community Service

The Superintendent may require a student to perform community service in conjunction with or in place of a suspension or expulsion including, but not limited to, imposing a community service requirement beyond the end of the school year in lieu of applying the suspension or expulsion into the following school year. Use of this community service option and any related reporting by and monitoring of students performing such community service shall be determined by the Superintendent in his/her discretion. If any violation which in whole or in part gave rise to the suspension or expulsion or consideration of the suspension or expulsion of any student involved the student's bringing a firearm to school or on to property owned or controlled by the Board while school is in session; to school-sponsored activities or events whether on or off school premises; on school premises whether or not school is in session; in any vehicle whose use is controlled or organized or arranged by the school; or at any time when the student is subject to the authority of the Board or school personnel, the Superintendent shall not use this community service option for such student in place or all or any portion of the required one year expulsion if the student is otherwise subject to the required one year expulsion.

In-school Suspension or Alternative Learning Site Assignment

The due process provisions of notice, a hearing, and the right to appeal included in this regulation and in ORC 3313.66 are not applicable to the in-school suspension of a student or the assignment of a student to an alternative learning center or any other alternative educational assignment when the student is not removed from school attendance and the student is provided an opportunity to obtain credit for his/her assignments or school work completed during such time.

Rockbridge Academy

The Superintendent or designee, at his/her discretion, may elect to assign middle or high school student(s) to Rockbridge Academy as an alternative disciplinary measure to the suspension or expulsion of a student, so long as admission is consistent with the mission, purpose and rules of the school.

Discipline of Students With Disabilities

The discipline of students with disabilities shall comply with all requirements of State and Federal law.

Other Provisions Related to Students With or Without Disabilities

(Approval date: July 22, 2002)

The administration shall establish regulations for maintaining discipline in the schools. In developing and enforcing these regulations, the administration shall observe the following guidelines:

- 1. Penalties for infractions of regulations shall be imposed in a manner that respects the dignity and self-worth of each student.***
- 2. All forms of corrective action shall be responsive and in direct relationship to the nature of the misconduct.***
- 3. School personnel shall be available throughout the entire disciplinary procedure to help the student and his family with counseling.***

The Worthington Board of Education recognizes that there are times when the misconduct of a student warrants his/her emergency removal, suspension, expulsion or permanent exclusion from school and/or from certain school activities. The purpose of removing a student from school or school activities shall be to encourage a change in the conduct of the student or to prevent disruption of the academic or educational process taking place in the school, or both.

Guns-Free Schools Act

Effective September 14, 1995, a student who brings a firearm, as defined in Board regulation 10-0603R, section 9, to school or on to school property owned or controlled by the Board of Education while school is in session; to school sponsored activities or events whether on or off school premises; on school premises whether or not school is in session; in any vehicle whose use is controlled or organized or arranged by the school; or at any time when the student is subject to the authority of the Board of Education or school personnel shall be expelled from school for one calendar year. any such expulsion shall extend, as necessary, into the school year following the school year in which the incident occurred. The Superintendent may reduce, on a case-by-case basis, the one year required expulsion period in circumstances subject to the provisions of federal and state law related to the education of handicapped students or when the Superintendent, in his/her sole discretion, determines that the interest of the expelled student is served and the interest of other students, school employees, and other members of the school community are not disproportionately disserved by such a reduction. This provision does not in any way prevent school officials from pursuing the permanent exclusion of a student pursuant to Ohio Revised Code section 3313.662.

Effective September 14, 1995, a student who brings a knife, as defined in Board regulation 10-0603R, section 9, to school or on to property owned or controlled by the Board of Education while school is in session; to school sponsored activities or events whether on or off school premises,; on school premises whether or not school is in session; in any vehicle whose use is controlled or organized or

arranged by the school; or at any time when the student is subject to the authority of the Board of Education or school personnel may be expelled from school for a period of up to one calendar year. Any such expulsion may extend, as necessary, into the school year following the school year in which the incident occurred. This provision does not in any way prevent school officials from pursuing the permanent exclusion of a student pursuant to Ohio Revised code section 3313.662.

Any student who brings a firearm to school or on to property owned or controlled by the Board of Education while school is in session; to school sponsored activities or events whether on or off school premises; on school premises whether or not school is in session; in any vehicle whose use is controlled or organized or arranged by the school; or at any time when the student is subject to the authority of the Board of Education or school personnel shall be reported to local criminal justice or juvenile justice officials.



**Annual Notification of Rights under FERPA
Worthington School District**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. Those rights include:

- A. The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal (or designee) a written request that identifies the record(s) they wish to inspect. The principal (or designee) will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- B. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or violate a student's privacy rights. Parents or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, or in violation of the student's privacy rights. Parents or eligible students may informally request that a record be amended if they believe it is inaccurate, misleading, or in violation of the student's privacy rights. If the matter is not resolved in an informal manner, parents or eligible students should write to the school principal (or designee), clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of the student’s privacy rights. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student on request; when the District receives a written request for amendment of a student's education record; or the District receives a written request for a records hearing.

- C. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or security personnel); a person serving on the school board; or a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility; perform a task related to the student's education or school-related activities; or perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid. Upon request, the District shall disclose education records without consent to officials of another school, school district, or institution of post-secondary education in which a student seeks or intends to enroll.

The District has designated the following personally identifiable information in a student's education record as "directory information," and will disclose that information without prior written parental consent, except when the request is for a profit-making plan or activity:

1. The student's name;
2. The student's address;
3. The student's date of birth;
4. The student's participation in officially recognized extracurricular activities or sports;
5. The student's awards or honors; and
6. The student's weight and height, if a member of an athletic team.

Parent(s), guardian(s) or eligible students will have two weeks from the start of school to advise the Superintendent, in writing, of any or all of the above items that they refuse to permit the District to disclose as directory information. Please consider that if you choose to deny access to your student's directory information this will prevent ALL third parties (post-secondary organizations, military recruiters, co-curricular and social organizations) from receiving the information.

The District also discloses student education records without consent of the parents or eligible student under the following circumstances:

1. To authorized federal officials or state or local educational authorities;
2. The disclosure is in connection with financial aid for which the student has applied or which the student has received;
3. The disclosure is to State or local officials if a state law adopted prior to November 19, 1974 permitted disclosure;
4. To organizations conducting studies for , or on behalf of, educational agencies or institutions;
5. To accrediting organizations to carry out their accrediting functions;
6. To parents of eligible students if the parents claim the student as a dependent, as defined in the Internal Revenue Code;
7. To comply with a judicial order or subpoena; or
8. In a health or safety emergency.

- D. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.
The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Response to Intervention

(Parent Guide to RtI)



What is RtI?

The RtI (Response to Intervention) process is a three tiered model of school supports used to increase student achievement and reduce behavior problems. This prevention system integrates assessment and instruction. Students needing support are provided targeted, evidence-based instruction. The intensity and frequency of instruction are adjusted depending on how the student responds.

Why RtI ?

The purpose of RtI is to improve educational outcomes for all students. Intervention and targeted instruction are provided at the earliest indication of need. This multi-step approach provides strategies to enable all students to reach age appropriate benchmarks for academic, behavioral and social skills. RtI incorporates a rigorous, standards-based curriculum and high quality, evidence-based instruction for every student.

RtI might be the answer. . .

- Please contact your child's teacher if your child is having difficulty with academics or behavior.
- Discuss with your child any concerns you and/or your child's teacher have regarding academics or behavior.

Who needs targeted instruction?

- Academic, behavior and attendance data are used to decide which students are meeting general curriculum standards (Universal Screening).
- When a child is not making satisfactory progress with regular classroom instruction, we create a plan for targeted instruction to address the identified learning deficit.
- Parents are invited to be part of the targeted instruction planning process.

What if my child is referred to the school's RtI team?

- Attend team meetings. Remember, you are the expert on your child!
- Ask what targeted instruction is being used for academic or behavior problems.
- Ask how the targeted instruction is being monitored.
- Expect to have regular progress monitoring data shown to you.
- Praise your child for any progress or general improvement in the area of concern.
- Implement or reinforce any strategies at home.
- When possible, make suggestions for strategies based on what you know works well at home.
- Always ask questions when things are not clear!

What can I expect with RtI?

- You will be informed and involved in planning and providing targeted instruction for your child.
- You will see levels of support (academic and behavioral) that increase or decrease in intensity depending on your child's needs.
- You will receive frequent progress reports about how your child responds to the targeted instruction provided.

How will my child benefit from RtI?

- Your child will receive support for his/her learning difficulties in a timely manner.
- Targeted instruction will be closely matched to your child's specific needs.
- Targeted instruction will be evidence-based which means it has been proven to be effective.
- Continued monitoring of your child's progress will generate data that helps the school team design targeted instruction that benefits your child.
- Flexible grouping allows students to move between the different instructional tiers based on their individual needs or mastery.

Levels of Support:

Worthington City Schools organizes support for students into three levels of instruction that increase in intensity according to identified student need. These levels are referred to as Tiers.

Tier 1: Academic and behavioral strategies all teachers use routinely in the classroom. Instruction aligns with standards and follows identified best practices. 80-90% of students' needs are met with Tier 1 instruction.

Tier 2: If a student is not meeting grade level expectations based on data from a universal screener and other appropriate assessments, the teacher consults with the child's parents and other building professionals. A plan for instruction targeted to the learning deficit is developed. This targeted instruction is evidence-based, provided for a specified length of time, and is in addition to Tier 1 classroom instruction. Data on the response to targeted instruction is gathered and instruction is adjusted if needed. Tier 2 supports meet the needs of 5-10% of students.

Tier 3: If data indicates that a student's learning deficit is not responsive to multiple Tier 2 targeted instruction plans, the team may refer the student for Tier 3 targeted instruction. Tier 3 targeted instruction, like Tier 2, is evidence-based but is more highly individualized and very intense. If the student's progress with a Tier 3 plan is not sufficient, the team may recommend that the student be evaluated for special education. Fewer than 5% of students require Tier 3 targeted instruction.

Resources for Parents & Families

RtI Action Network

<http://www.rtinetwork.org/Parents-and-Families>

Reading Rockets: Parent friendly site with home and school information for understanding and teaching reading

<http://www.readingrockets.org>

Intervention Central: offers practical, free tools and resources to promote positive behavior and academic success

<http://interventioncentral.org>

U.S. Department of Education's What Works Clearinghouse

<http://www.ies.ed.gov/ncee/wwc/>

National Association of School Psychologists, *RTI: A Primer for Parents*

<http://www.nasponline.org/resources/factsheets/rtiprimer.aspx>

The National Center on Response to Intervention

<http://www.rti4success.org/>

Worthington Schools

Absolute Excellence/Exponential Impact