

**ORANGE INCLUSIVE PRESCHOOL
HANDBOOK**

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WELCOME

Dear Preschool Families,

Welcome to the Orange Inclusive Preschool Program! All the members of the Orange Inclusive Preschool Staff are pleased to have the opportunity to work with your child and will do our best to help make their experience here as productive and successful as possible. This handbook was developed to answer many of the commonly asked questions that you may have during the school year. It contains important information and may be used as a reference throughout the school year. We look forward to working together as members of the “Orange Inclusive Preschool Family”.

Sincerely,

Christine Goudy

Principal

To reach us, call 216-831-8600 (dial the extension) or email:

Christine Goudy, OIP Principal and Coordinator of Special Education, ext. 5630 or

Melissa Lynch, Assistant, ext. 5605 or mlynch@orangecsd.org

DAYS / HOURS OF OPERATION

Monday -Thursday **

Morning Program: 9:00 a.m. - 11:30 a.m.

Afternoon Program: 12:30 p.m. - 3:00 p.m.

P.A.W.S Program: 9:00 a.m. – 3:00 p.m.

School is not in session on Fridays due to team meetings,
conferences, assessments, and home visits.

***see calendar for details*

***Handbook Adopted by the Orange Schools Board of Education
June 2018***

DISTRICT AND PROGRAM BELIEFS

Vision

The Orange School District will empower our students, staff and community to be passionate and innovative global citizens committed to excellence in learning, leading and making a difference.

Mission

To authentically engage students in a positive, supportive, nurturing, and safe environment in order to develop critical-thinking and civic-minded citizens who will contribute to the local community and our global society.

Beliefs

We believe that, in order to meet the needs of all students:

The core business of the Orange Schools is to make learning valuable, satisfying and challenging for all students.

All students will learn when engaged in and enthusiastic about their work.

The learning environment must be positive, supportive, nurturing and safe.

All students need adult advocates.

All individuals must have a commitment to quality in the services they provide to students and to each other.

Collaboration among the School District, home and community is vital to the success of all students.

PRESCHOOL GOALS

1. Differentiate curriculum for each preschool child based on individual differences and abilities to challenge and engage the child to reach his/her potential.
2. Provide experiences that meet each child's needs, which will stimulate learning in all developmental areas by following Ohio's Early Learning and Development Standards in all Essential Domains of School Readiness.
3. Provide opportunities to develop relationships, interactions and activities which are designed to develop children's self-esteem and positive feelings toward learning and each other.
4. Provide opportunities for the preschool children to participate in small and large group activities to fullest of their abilities.
5. Provide opportunities in all areas of language development - listening, speaking, reading, thinking, and expressing in a variety of ways.
6. Provide experiences in gross motor (running, skipping, climbing, etc.) as well as fine motor activities (writing, cutting, coloring etc.).
7. Provide daily opportunities, which include a wide range of music and movement activities.
8. Provide experiences to prepare them for future learning environments.
9. Provide experiences that promote age appropriate independent skills in a variety of settings.
10. Provide experiences to develop respect for all peers, adults and other people's property.

The Board of Education declares it to be the policy of this District to provide an equal opportunity for all students, regardless of race, color, creed, disability, age, religion, gender, ancestry, national origin, place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District.

Complaint Procedure

Section I

If any person believes that the Orange School District or any of the District's staff has inadequately applied the principles and/or regulations of (1) Title II, VI, and VII of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) The Age Act, and (5) The Americans with Disabilities Act, s/he may bring forward a complaint, which shall be referred to as a grievance, to the District Compliance Officers.

Section II

The person who believes s/he has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the District's Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant. S/He may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the District's Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2

If the complainant wishes to appeal the decision of the District's Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board of Education within five (5) business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within twenty (20) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 4

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the U.S. Department of Education, Office of Civil Rights, 600 Superior Avenue, Room 750, Cleveland, Ohio 44114. Inquiries concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201. The District's Coordinator, on request, will provide a copy of the District's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations on which this notice is based, may be found in the District Coordinator's office.

Use the Safe School Helpline to report threats of violence, depression and illegal activity that could harm children in our school. Your report is private, confidential, and anonymous. 216-418-6423 ext. 359
www.safeschoolhelpline.com
Text: 66746 then type TIPS

PROGRAM DESCRIPTION

The Orange Inclusive Preschool Program services children from ages 3-5. Four half-day classes and one full day class (P.A.W.S) are held Monday through Thursday. The teacher/child ratio is up to three adults (1 teacher and 2 assistants) to up to 18 children. Each class consists of children with varying abilities, up to eight of whom are students who are eligible for special education services as well as typically developing peers. The students identified with special needs demonstrate delays in one or more of the following areas: speech and language, cognitive, fine motor, gross motor, socialization, adaptive, and/or behavior/social/emotional growth.

Our full day P.A.W.S. program provides students with a targeted Preschool experience with Additional Work on Specialized instruction. Schedule will include full day program attendance for students with specialized needs.

PRESCHOOL CURRICULUM

The Orange Inclusive Preschool Program uses the Creative Curriculum, which uses appropriate practices, incorporating specially planned, structured interventions and procedures designed to address the diverse needs of children. It reflects current research on children's developed needs and interests. The curriculum centers on the content areas of language arts, science, mathematics, social studies, physical education, health and nutrition, and fine arts. It is segmented into age groups, with goals and objectives designed to correlate with the child's developmental level (i.e. age 3/4 or 5/6) and Ohio's Early Learning Content Standards. *Handwriting Without Tears* is the designated prewriting curriculum that addresses developmentally appropriate prewriting activities. In preschool these areas are integrated into the classroom activities, and they center on children's interests and interactions while they are engaged in play. We encourage you to ask your preschool teacher to review the curriculum.

PBIS Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. OIP will focus on three positive behavior expectations that are easy to remember and will be practiced throughout the school year. • Be Responsible • Be Safe • Be Kind

FAMILY INVOLVEMENT

Conferences

For all children, there will be report cards in November, March, and June. Conferences will be held in November, February and if needed, May/June.

Besides the formally scheduled conferences, you or your child's teacher may request a conference at any time during the school year.

Home Visits

All families will be offered the option of having home visits throughout the school year. The home visit gives you, as a parent, an opportunity to have an open, informal discussion about your child. It is an opportunity to discuss the wonderful things your child is doing as well as to discuss any concerns you may have regarding your child's development and ideas for interventions will be discussed you. These interventions can be implemented at home.

Volunteer Opportunities

The Orange Inclusive Preschool welcomes all family members to volunteer throughout the school year. Opportunities will be posted by the classroom teacher.

PTA

Another way to be involved is to join the Elementary Parent-Teacher Association (PTA). By joining the PTA, you can participate in planning and implementing special programs and activities for families. You can be a room parent and participate along with your child's classroom teacher in planning special events for the children in the classroom. Teachers and parents will be given the information in fall. Look for this important information in your child's backpack.

ENTRANCE REQUIREMENTS

Prospective students must first participate in a screening session. These screenings are offered monthly during each school year. Screenings give the Preschool staff and parents' important information about each child. The DIAL is used as a screening tool. The DIAL provides developmental information on each child in the area of academics (basic knowledge) fine and gross motor and speech and language development. This information is used to determine acceptance into the program and potential class assignments. Families of students currently in the program should indicate their interest in remaining in the program for the following year to their teachers by February. In March and April careful consideration is given to place children in particular classrooms. Children are NOT guaranteed the same teacher and will NOT have the same teacher more than two years in a row. Parent requests are considered, but they are not guaranteed. Parents will be notified of their child's classroom placement in the summer.

Typical peers must be **three by Dec. 31** of the school year to participate. They can start the first day of the month of their birthday. Please refer to the section with regards to enrollment in the program. Children must be enrolled prior to their start date and on a yearly basis, no exceptions.

TYPICAL PEERS MUST BE TOILET TRAINED TO BE ELIGIBLE TO PARTICIPATE.

The Orange Inclusive Preschool reserves the right to exercise discretion regarding the acceptance and appropriate placement into the program of typical peers. A monthly tuition fee of \$150 will be assessed to typical peers. All students are required to pay the Activity Fee of \$125 on an annual basis.

TRANSPORTATION

All children arriving by car must be walked by their parent or guardian into the building to their classroom. Please park in a designated parking spot. It is imperative that children be dropped off and picked up within 5 minutes of our arrival and dismissal times.

We understand that arrival and dismissal times are especially delicate for some young children. Please feel free to schedule a meeting to discuss and plan with your child's teacher if your child needs extra adult attention at this time. It is our intention to offer each child a warm greeting and welcome to school each day, and to provide the same loving exchange at the end of the day.

Bus services are available for students whose Individual Education Program (IEP) requires transportation as a related service. Transportation will contact parents when arrangements have been finalized. Children arriving on busses will be met by a staff member and escorted into the building. Children will also be escorted out at the end of the day. If transportation issues arise, please contact the Transportation Department at 216-831-8600 x7632.

Bus drivers are **not** permitted to release children without parents being present upon drop-off at the child's home. Parents not present when their child comes home will have the child returned to the Orange Schools for pickup.

DAILY PRESCHOOL ACTIVITIES

Arrival:

Parents and/or caretakers walk students to the classroom. Children are encouraged to put their belongings into their cubbies.

Group Activities:

The children gather together in a group to have discussions and dialogues about various topics. This is also the time when specific curricular activities may occur whether it's large or small groups. They may also sing songs, participate in movement activities and listen to stories. Music Therapy and art classes also occur during group times.

Guided Discovery:

The children are able to work in a variety of areas in the classroom. The areas may include Art, Easel, Sensory Table (i.e., water, sand), Table Toys (i.e., puzzles, small manipulative), Book Area, Writing, Computer, Block Corner,

Dramatic Play, Discovery/Science Area and Snack. The play of the children is an important vehicle for learning and is facilitated by the teachers, assistants, and therapists.

Snack:

A nutritious snack will be provided daily to your child. A snack listing will be posted in each room for your perusal. We will encourage your child to try new and different foods and textures; however one food alternative will be offered. Children are often involved in preparing the snack themselves. If your child has food allergies, please let us know prior to school starting.

Clean-Up:

Clean-up is part of play time. When children have completed their play activities, they are encouraged to clean up the classroom by putting toys and materials back into their appropriate place.

Gross Motor Activities:

The children have opportunities to participate in activities to help develop and strengthen their large motor skills. Weather permitting they play outside on the playground and on a variety of equipment. Indoor gross motor play may include utilizing the Language/Motor room and the materials available, such as scooter boards, swings, roller skates, small trampolines, crash mats, and balls. Stretch and Grow is offered to all of the students on a weekly basis.

Dismissal:

The children are encouraged to dress themselves and gather their own belongings to get ready to go home. No student will be allowed to leave school prior to dismissal time without either (a) a written request signed by the parent or guardian or (b) the parent or guardian coming to the school office to request the release. No student will be released to a person other than a custodial parent, guardian or designated person on the sign-out sheet without a permission note signed by the custodial parent or guardian. Photo identification will be asked to verify a person picking up a child that is not known by the building secretary or OIP staff.

Specials:

Once a week the children participate in scheduled classes with a music therapist, art therapist as well as Stretch and Grow fitness program. A variety of field trip experiences are provided to the children throughout the year. Transportation, by bus, is provided by Orange Schools for students.

CLASSROOM MANAGEMENT

Staff follows the philosophy and beliefs outlined by The Crisis Prevention Institute and Non-Violent Crisis Intervention. This program is a comprehensive prevention and intervention model designed to provide staff with positive, therapeutic, practical and proven methods for preventing crisis and managing behavior in the classroom. Teachers are taught to provide support, encouragement, coaching, and clear expectations to all students. The children are encouraged through praise and positive comments as our philosophy of classroom management. Inappropriate behavior is to be managed through constructive and developmentally appropriate interventions which shall include but are not limited to redirection, talking with the child and reinforcement of expected and appropriate behaviors. Each classroom has a specific classroom management system in place. Please see your child's teacher for more details.

The methods of discipline of Orange Inclusive Preschool shall apply to all persons on the premises and shall be restricted as follows:

- (1) There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, and spanking or biting.
- (2) No discipline shall be delegated to any other child.
- (3) No physical restraints shall be used to confine a child, unless a child is a danger to themselves or others.
- (4) No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box or a similar

cubicle.

- (5) No child shall be subjected to profane language, threats, derogatory remarks about himself or his family or other verbal abuse.
- (6) Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
- (7) Techniques of discipline shall not humiliate, shame, or frighten a child.
- (8) Discipline shall not include withholding food, rest, or toilet use.
- (9) Staff shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.
- (10) Any damage to property; such as, but not limited to, buildings, grounds, equipment, or materials will be the responsibility of the parents/guardian to pay for the repairs or replacement.

CLOTHING

Preschool experiences require many hands-on activities. While these are very meaningful to the children they may also become very messy. Please have your children wear clothes to school in which they are able to explore, play and even get dirty! Also please make these clothes easy to get into and out of for toileting purposes. You will also be asked to provide an extra set of clothes that are seasonally appropriate in case any changes need to be made during the school day. All the children's clothing should be marked with their name in permanent marker. The students go outside frequently so please make sure your child is dressed for the weather. Winter clothing should include boots, snow pants, mittens and hats.

CELEBRATIONS

Families are encouraged to help plan and coordinate celebrations. We acknowledge a multi-cultural perspective. Holidays and celebrations reflect a large variety of cultures and traditions represented in the classroom and throughout the school. When there are celebrations (i.e., birthdays, Halloween, Valentine's Day, end of the year), a "regular" schedule is followed with a block of time reserved for the special event. Please let us know if your child will not be participating in these activities.

With respect to student health and wellness, we are asking that all birthday treats and party favors be a part of your home celebration. Your child's birthday will be recognized at school that day with a special pencil and classroom acknowledgement.

ENROLLMENT

Each student must register online through the Districts website: www.orangeschools.org. A child may **not** begin without prior registration. **Each student is required to pay a one-time Activity Fee upon registering.**

All forms and the yearly activity fee **must be returned before child may start the program**. It is a requirement of state law that these forms are on file prior to children's participation in program. Medical forms **MUST** be returned within 30 days of child's entrance or the child may need to be excluded from program until such time as the medical forms are returned. Appropriate signatures from physicians **MUST** be secured in order for the medical forms to be valid. Medical forms are only valid for the period of one calendar year.

HEALTH REGULATIONS & ABSENCES

Children who show signs of illness such as a sore throat, earache, fever, vomiting, diarrhea or cough must be kept at home. **A child must be fever free, without the use of a fever reducing medication, for 24 hours before returning to school.** In order to control the outbreak of contagious diseases, children must be kept home and the school must be notified of any of the following diagnoses: Chicken Pox, Fifth Disease, Influenza, Strep Throat, Scarlet Fever, Spinal Meningitis, Rosella, Rubella (German Measles), Rubella (Measles), Mumps, Tuberculosis, Whooping Cough, Ringworm, Head Lice, Impetigo, Pinkeye.

If a child becomes ill during school hours a parent will be contacted. It is the parent's responsibility to have current telephone numbers on file in the child's classroom in the event of illness or emergency. A child who becomes ill during school with any of the following symptoms shall be immediately isolated and kept comfortable until the parent arrives: Stiff neck, severe coughing, yellow or green nasal discharge, skin rash, difficult/rapid breathing, evidence of lice, diarrhea, yellow skin/eyes, sore throat, vomiting, fever over 100 degrees, unusually dark urine and/or gray or white stool.

Please notify Melissa Lynch at ext. 5605 if your child will not be attending school for any reason. Parents will be notified of a communicable disease that occurs in your child's class. A standard form will be posted or sent home with your child notifying you that your child has been exposed to a communicable disease and what symptoms to watch for. A communicable disease chart is posted in the school office. A child may return to the classroom as indicated on the communicable disease chart. Any case of head lice must be checked by the school nurse or trained staff before re-admittance.

If your child has an allergy or any other chronic health problems, please make this known to the teachers. Children are not required to stay home for such conditions. Please let us know if your child is on a special diet.

Please let your child's teacher know of any medications or prescriptions your child is taking, and please keep your child's teacher informed of any medical issues your child may have. The health and safety of all children enrolled in our program is of primary concern. We appreciate parental support and input, to help maintain a safe and healthy learning environment for all of our students. If a medical emergency should arise during school hours, the child will be taken to the nearest hospital as decided by the paramedics. A teacher or school staff member will accompany the child.

In order to safeguard all children, we must adhere to Board regulations for the administration of medicines to students while at school. Before a student may be given any medication, prescription or over-the-counter medication, **the Authorization for Prescribed Medication or Treatment Form (Board Form 5330 F1) must be completed and signed by the physician and the parent.** All medicine must be kept in the original container and clearly marked with the child's name, Doctor's name and dosage. A measuring spoon or other device must be provided for administration. Please note that no other medications, including Tylenol, cough drops, or stomach mints, may be carried or self-administered by students at school without administrative approval.

LICENSURE

The Orange Inclusive Preschool is licensed by the Ohio Department of Education Early Childhood Division, and sanctioned by the Orange City Schools Board of Education. A copy of the Administrative Rules for Preschool Programs is available at Central Office. Should any person suspect a violation of the Administrative Rules by the school, please phone the Ohio Department of Education at 614-466-0224.

The School's current license is posted in the Main Office of the Orange Inclusive Preschool. Additionally, the School's licensing record, which includes compliance reports and evaluation forms from the health, building and fire departments, is available for inspection in the Special Education Coordinator's Office.

SAFETY

Safety Drills

Safety drills will be conducted once per school year. Teachers will provide specific instruction on the appropriate procedures to follow in situations where students must be secured in their building rather than evacuated. These situations can occur for a variety of reasons (i.e. lock down, shelter-in-place, evacuation) and procedures will be directed at the discretion of the school administrator.

Fire Drills

Fire drill instructions are located in each classroom. Everyone must evacuate the building at the sound of the fire alarm and move away from the building. It is necessary that there be no talking so that directions may be given. Teachers will advise students as to where specific fire exits are located.

Tornado Drills and Shelter in Place

Tornado drill and Shelter in place instructions are located in each classroom. In the event of a tornado warning, all students and staff will assemble at their predetermined location. The warning and “all clear” signal will be given over the public address system.

Accidents

In the event that a child is injured during school hours, the following procedure will be followed:

1. Child will be attended to by a district nurse.
2. Parent will be contacted.
3. Incident form will be filled out.

If the injuries are minor, the student will be treated and may return to class. If medical attention is required, the office will follow the school’s emergency procedures.

Video Surveillance and Electronic Monitoring

In order to promote student and staff safety, and deter unauthorized access and destructive acts (e.g. theft and vandalism), the Board of Education authorizes the use of video surveillance and electronic monitoring equipment inclusive of audio on school property, and in school buildings and school buses. Information obtained through video surveillance/electronic monitoring may be used to identify intruders and persons breaking the law, Board policy, or the Student Code of Conduct (i.e., it may be used as evidence in disciplinary actions and criminal proceedings).

Visitors

All visitors must identify themselves and sign in at the reception area/ main office for a visitor pass. All visitors’ passes must be visible.

SCHOOL CLOSINGS

Emergency Closing and Delays

In case of an emergency, a school closing, a delayed opening or an early dismissal, a school official will contact a central news agency. Listen to the radio or turn to a local television news station. You can also visit www.orangeschools.org. If Orange is not listed as closed, presume that we are open. The district also is using a parent notification communications system that allows it to contact all parents and guardians via telephone and e-mail should there be a closing, delay or early dismissal due to inclement weather or an emergency. The contact information on your child’s emergency form, in the “Parent Portal”, will be used for this system. Should you need to update or add additional telephone numbers or email addresses please do this via the “Parent Portal” or call 216-831-8600, Ext. 5605.

SUPPLIES

Teachers create a list of supplies for families to contribute to the classroom community. The supply lists often accompany a welcome letter from teachers at the beginning of the school year, or upon your child’s entrance to school. If for any reason, you have difficulty purchasing supplies, please contact your child’s teacher to make alternative arrangements.

STUDENT FEES

The Orange Inclusive Preschool Program is offered free of charge for children who are identified as needing special education and have an Individualized Education Program (IEP). **All families** are required to pay the \$125 Activity fee. Tuition for typical peers is \$150 per month. **Payments that become delinquent may result in the removal of your child from the program.** If you have questions, please contact Melissa Lynch at: 216.831.8600 ext.5605.

VISITATION

Any parent of a child enrolled in the program shall be permitted unlimited access to the school during its hours of operation to contact his/her child, evaluate the care provided by the program, the premises or for other purposes approved by the Special Education Coordinator and Administrator of the Orange Inclusive Preschool. Upon entering the premises, the parent shall report to the school office.

INTERVENTION ASSISTANCE TEAM (IAT)

The Intervention Assistance Team (IAT), may consist of, but is not limited to families, a special education preschool teacher, a psychologist and a speech-language therapist, occupational therapist or physical therapist as needed. Outside agencies and resources are welcome to participate at the school's or family's request.

The mission of the Intervention Assistance Team reads as follows:

As a team of supportive family members and educators, we are committed to the collaborative process working with families to identify the abilities and needs of children and their families through the use of natural and meaningful play to develop interventions and goals to optimize each child's potential.

IAT is a problem-solving process which focuses on the family or educator's concerns that affect a child's progress within the classroom. This process involves at meetings in which the intervention assistance team (IAT) works together, with the parent, to determine whether or not the child is making progress in the Early Learning Content Standards.

CONFIDENTIALITY

We strive to provide an environment for children in which each individual's ability, potential and successes are celebrated and encouraged. Every child's self-esteem is extremely important to us, and we try very hard to focus on what each child can do.

Since our classrooms are inclusive students' abilities vary. Each child's information is confidential, and we ask you to please help us respect this issue. We will not give information out about your child because we respect your right to confidentiality and the rights of your child.

BULLYING, HARASSMENT AND INTIMIDATION

Bullying, harassment, and intimidation toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. Bullying, harassment, and intimidation, for purposes of this handbook, is defined as any intentional written, verbal, graphic or physical act that a student or a group of students exhibits toward another particular student(s) more than once and the behavior both: (1) causes mental or physical harm to the other student; and (2) is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student (s). This prohibition applies to all activities in the District, including activities on school property or while en route to or from school, in a school vehicle, and those occurring off school property if the student is at any school-sponsored, school-approved or school-related activity or function, such as field

trips or athletic events where students are under the school's control. The Board of Education's policy prohibiting bullying, harassment, and intimidation (Board Policy 5517.01) may be found in its entirety at the end of this handbook.

570.01 - HARASSMENT, INTIMIDATION, BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

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

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

This policy applies to all activities in the District, including activities on school property or while enroute to or from school, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school approved or school related activity or function, such as field trips or athletic events where students are under the schools' control, in a school vehicle, or where an employee is engaged in school business.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, psychological abuse and violence within a dating Relationships. The Board of Education will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation.

Harassment, intimidation, or bullying shall be defined as any intentional written, verbal, graphic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s): or violence within a dating relationship.

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

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

Reporting Harassment, Intimidation, Bullying and/or Aggressive Behavior Incidents

Every student is encouraged, and every staff member is required, to report any situation that they believe to be harassment, intimidation, bullying and/or aggressive behavior directed toward a student. Reports may be made to the school principal and/or other administrators.

In addition, a student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official.

Procedures for Reporting Harassment, Intimidation, Bullying and/or Aggressive Behavior Incidents

Any student or student's parent/guardian who believes s/he has been or is the victim of harassment, intimidation, bullying and/or aggressive behavior regardless of whether it fits a particular definition, should immediately report the situation to the building principal or assistant principal, or the Superintendent so that an administrator can determine the appropriate course of action. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

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

Procedure for Complaint Documentation

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

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

Investigation Procedures

All complaints about harassment, intimidation, bullying and/or aggressive behavior that may violate this policy shall be promptly investigated.

Upon completion of an investigation the building principal or appropriate administrator shall prepare a written report. Such report shall include findings of fact, and determination of whether acts of harassment, intimidation, bullying and/or aggressive behavior were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

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

Intervention Strategies for Protecting Victims

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

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

Intervention strategies for protecting the complainant and/or victim are detailed in the administrative guidelines and include some of the following procedures for protecting a victim from additional harassment, intimidation, bullying and/or aggressive behavior as retaliation following a report.

- A. provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition;
- B. maintain contact with parents and guardians of all involved parties;
- C. provide counseling for the victim if assessed that it is needed;
- D. inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidation, bullying and/or aggressive behavior. Personnel are to intervene when prohibited behaviors are witnessed;
- E. check with the victim daily to ensure that there has been no incidents of harassment, intimidation, bullying and/or aggressive behavior type of retaliation from the offender or other parties.

Prohibition of Retaliation

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying and/or aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Making intentionally false reports about aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

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

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

Complainant/Parent/Guardian Notification

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

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

Privacy/Confidentiality

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

Reporting Requirement

At least semi-annually, the Superintendent shall provide to the President of the Board a written summary of all reported incidents and post the

summary on the District web site. The list shall be limited to the number of verified acts of harassment, intimidation, bullying and/or aggressive behavior, whether in the classroom, on school property, to and from school, or at school-sponsored events.

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

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Immunity

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

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of harassment, intimidation, bullying and/or aggressive behavior and violence within a dating relationship. The Superintendent or designee shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines and harassment, intimidation, bullying and/or aggressive behavior in general, will be age and content appropriate. Students in grades seven (7) through twelve (12) shall receive age-appropriate instruction in dating violence prevention education, including instruction in recognizing dating violence warning signs and characteristics of health relationships. Parents, who submit a written request to the building principal to examine the dating violence prevention instruction materials used in school, will be afforded an opportunity to review the materials within a reasonable period of time.

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

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

Video Surveillance and Electronic Monitoring

In order to promote student and staff safety, and deter unauthorized access and destructive acts (e.g., theft and vandalism), the Board of Education authorizes the use of video surveillance and electronic monitoring equipment inclusive of audio on school property, and in school buildings and school buses. Information obtained through video surveillance/electronic monitoring may be used to identify intruders and persons breaking the law, Board policy, or the Student Code of Conduct (i.e., it may be used as evidence in disciplinary actions and criminal proceedings).