

**“We empower life-long learning, provide innovative experiences and embrace challenges. Every small step makes a difference.”**



# **K - 12 STUDENT HANDBOOK 2026-2027**

# Switzerland of Ohio Local School District

## 2026 -2027 School Calendar

| AUGUST    |                              |    |    |    |    |    | AUGUST                                         |                                                                  |  |  |  |  |       | JANUARY  |    |    |    |    |    |    |    |    |    |    |    |
|-----------|------------------------------|----|----|----|----|----|------------------------------------------------|------------------------------------------------------------------|--|--|--|--|-------|----------|----|----|----|----|----|----|----|----|----|----|----|
| S         | M                            | T  | W  | Th | F  | S  | 21                                             | Teacher Inservice                                                |  |  |  |  |       | S        | M  | T  | W  | Th | F  | S  |    |    |    |    |    |
|           |                              |    |    |    |    | 1  | 31                                             | Teacher Work Day, OAPSE Training Day                             |  |  |  |  |       |          |    |    |    |    | 1  | 2  |    |    |    |    |    |
| 2         | 3                            | 4  | 5  | 6  | 7  | 8  | SEPTEMBER                                      |                                                                  |  |  |  |  |       |          |    |    |    |    | 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 9         | 10                           | 11 | 12 | 13 | 14 | 15 | 1                                              | First Day of School for Students                                 |  |  |  |  |       | 10       | 11 | 12 | 13 | 14 | 15 | 16 |    |    |    |    |    |
| 16        | 17                           | 18 | 19 | 20 | 21 | 22 | Kindergarten Staggered Start - Sept 1 - Sept 4 |                                                                  |  |  |  |  | 17    | 18       | 19 | 20 | 21 | 22 | 23 |    |    |    |    |    |    |
| 23        | 24                           | 25 | 26 | 27 | 28 | 29 | 7                                              | Labor Day - NO SCHOOL                                            |  |  |  |  |       | 24       | 25 | 26 | 27 | 28 | 29 | 30 |    |    |    |    |    |
| 30        | 31                           |    |    |    |    |    | 28                                             | 2-HR Early Dismissal (Students ONLY) - Data Analysis             |  |  |  |  |       | 31       |    |    |    |    |    |    |    |    |    |    |    |
| SEPTEMBER |                              |    |    |    |    |    | OCTOBER                                        |                                                                  |  |  |  |  |       | FEBRUARY |    |    |    |    |    |    |    |    |    |    |    |
| S         | M                            | T  | W  | Th | F  | S  | 23                                             | 2-HR Early Dismissal (Students ONLY) - End of 1st Grading Period |  |  |  |  |       | S        | M  | T  | W  | Th | F  | S  |    |    |    |    |    |
|           |                              | 1  | 2  | 3  | 4  | 5  | 26                                             | NO SCHOOL for Students - Teacher Inservice, OAPSE Training Day   |  |  |  |  |       |          | 1  | 2  | 3  | 4  | 5  | 6  |    |    |    |    |    |
| 6         | 7                            | 8  | 9  | 10 | 11 | 12 | 27                                             | Beginning of 2nd Grading Period                                  |  |  |  |  |       | 7        | 8  | 9  | 10 | 11 | 12 | 13 |    |    |    |    |    |
| 13        | 14                           | 15 | 16 | 17 | 18 | 19 | 30                                             | Report Cards Distributed                                         |  |  |  |  |       | 14       | 15 | 16 | 17 | 18 | 19 | 20 |    |    |    |    |    |
| 20        | 21                           | 22 | 23 | 24 | 25 | 26 | NOVEMBER                                       |                                                                  |  |  |  |  |       |          |    |    |    |    | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 27        | 28                           | 29 | 30 |    |    |    | 10                                             | 2-HR Early Dismissal (Students ONLY)                             |  |  |  |  |       | 28       |    |    |    |    |    |    |    |    |    |    |    |
| OCTOBER   |                              |    |    |    |    |    | Parent / Teacher Conferences 2-7PM             |                                                                  |  |  |  |  | MARCH |          |    |    |    |    |    |    |    |    |    |    |    |
| S         | M                            | T  | W  | Th | F  | S  | 11                                             | NO SCHOOL - Veteran's Day                                        |  |  |  |  |       | S        | M  | T  | W  | Th | F  | S  |    |    |    |    |    |
|           |                              |    |    | 1  | 2  | 3  | 25-27                                          | 2-HR Early Dismissal - Students - Thanksgiving Break             |  |  |  |  |       |          | 1  | 2  | 3  | 4  | 5  | 6  |    |    |    |    |    |
| 4         | 5                            | 6  | 7  | 8  | 9  | 10 | 30                                             | NO SCHOOL - Thanksgiving Break                                   |  |  |  |  |       | 7        | 8  | 9  | 10 | 11 | 12 | 13 |    |    |    |    |    |
| 11        | 12                           | 13 | 14 | 15 | 16 | 17 | DECEMBER                                       |                                                                  |  |  |  |  |       |          |    |    |    |    | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 18        | 19                           | 20 | 21 | 22 | 23 | 24 | 23                                             | 2-HR Early Dismissal - Students                                  |  |  |  |  |       | 21       | 22 | 23 | 24 | 25 | 26 | 27 |    |    |    |    |    |
| 25        | 26                           | 27 | 28 | 29 | 30 | 31 | End of 2nd Grading Period                      |                                                                  |  |  |  |  | 28    | 29       | 30 | 31 |    |    |    |    |    |    |    |    |    |
| NOVEMBER  |                              |    |    |    |    |    | 24-31                                          | NO SCHOOL - Christmas Break                                      |  |  |  |  |       | APRIL    |    |    |    |    |    |    |    |    |    |    |    |
| S         | M                            | T  | W  | Th | F  | S  | JANUARY                                        |                                                                  |  |  |  |  |       |          |    |    |    |    | S  | M  | T  | W  | Th | F  | S  |
| 1         | 2                            | 3  | 4  | 5  | 6  | 7  | 1                                              | NO SCHOOL - Christmas Break                                      |  |  |  |  |       |          |    |    |    | 1  | 2  | 3  |    |    |    |    |    |
| 8         | 9                            | 10 | 11 | 12 | 13 | 14 | 4                                              | STUDENTS RETURN - 3rd Grading Period Begins                      |  |  |  |  |       | 4        | 5  | 6  | 7  | 8  | 9  | 10 |    |    |    |    |    |
| 15        | 16                           | 17 | 18 | 19 | 20 | 21 | 8                                              | Report Cards Distributed                                         |  |  |  |  |       | 11       | 12 | 13 | 14 | 15 | 16 | 17 |    |    |    |    |    |
| 22        | 23                           | 24 | 25 | 26 | 27 | 28 | 18                                             | NO SCHOOL - Martin Luther King Day                               |  |  |  |  |       | 18       | 19 | 20 | 21 | 22 | 23 | 24 |    |    |    |    |    |
| 29        | 30                           |    |    |    |    |    | FEBRUARY                                       |                                                                  |  |  |  |  |       |          |    |    |    |    | 25 | 26 | 27 | 28 | 29 | 30 |    |
| DECEMBER  |                              |    |    |    |    |    | 15                                             | NO SCHOOL - President's Day                                      |  |  |  |  |       | MAY      |    |    |    |    |    |    |    |    |    |    |    |
| S         | M                            | T  | W  | Th | F  | S  | 18                                             | 2-HR Early Dismissal - (Students ONLY)                           |  |  |  |  |       | S        | M  | T  | W  | Th | F  | S  |    |    |    |    |    |
|           |                              | 1  | 2  | 3  | 4  | 5  | Parent / Teacher Conferences 2-7PM             |                                                                  |  |  |  |  |       |          |    |    |    |    | 1  |    |    |    |    |    |    |
| 6         | 7                            | 8  | 9  | 10 | 11 | 12 | MARCH                                          |                                                                  |  |  |  |  |       |          |    |    |    |    | 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 13        | 14                           | 15 | 16 | 17 | 18 | 19 | 12                                             | 2-HR Early Dismissal - (Students ONLY)                           |  |  |  |  |       | 9        | 10 | 11 | 12 | 13 | 14 | 15 |    |    |    |    |    |
| 20        | 21                           | 22 | 23 | 24 | 25 | 26 | End of 3rd Grading Period                      |                                                                  |  |  |  |  | 16    | 17       | 18 | 19 | 20 | 21 | 22 |    |    |    |    |    |    |
| 27        | 28                           | 29 | 30 | 31 |    |    | 15                                             | 4th Grading Period Begins                                        |  |  |  |  |       | 23       | 24 | 25 | 26 | 27 | 28 | 29 |    |    |    |    |    |
| KEY       |                              |    |    |    |    |    | 19                                             | Report Cards Distributed                                         |  |  |  |  |       | 30       | 31 |    |    |    |    |    |    |    |    |    |    |
|           | NO SCHOOL - TEACHER PD       |    |    |    |    |    | 26 - 29                                        | NO SCHOOL - Spring Break                                         |  |  |  |  |       | JUNE     |    |    |    |    |    |    |    |    |    |    |    |
|           | FIRST/LAST DAY OF SCHOOL     |    |    |    |    |    | APRIL                                          |                                                                  |  |  |  |  |       |          |    |    |    |    | S  | M  | T  | W  | Th | F  | S  |
|           | FULL SCHOOL DAY              |    |    |    |    |    | MAY                                            |                                                                  |  |  |  |  |       |          |    |    |    |    |    |    | 1  | 2  | 3  | 4  | 5  |
|           | NO SCHOOL                    |    |    |    |    |    | 27                                             | 2-HR Early Dismissal - (Students ONLY) - STUDENTS LAST DAY       |  |  |  |  |       | 6        | 7  | 8  | 9  | 10 | 11 | 12 |    |    |    |    |    |
|           | PARENT / TEACHER CONFERENCES |    |    |    |    |    | End of 4th Grading Period                      |                                                                  |  |  |  |  | 13    | 14       | 15 | 16 | 17 | 18 | 19 |    |    |    |    |    |    |
|           | GRADING PERIOD ENDS          |    |    |    |    |    | 28                                             | Teacher Inservice                                                |  |  |  |  |       | 20       | 21 | 22 | 23 | 24 | 25 | 26 |    |    |    |    |    |
|           | 2-HR. EARLY DISMISSAL        |    |    |    |    |    | OAPSE Training Day                             |                                                                  |  |  |  |  | 27    | 28       | 29 | 30 |    |    |    |    |    |    |    |    |    |

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## SWITZERLAND OF OHIO STUDENT HANDBOOK

This handbook is presented to you by the faculty of your school with the hope that it will help you to become better acquainted with your school and its policies. It is important that parents and students read this handbook carefully. Understanding the policies established and the reasons for these policies will assist in a quick and smooth adjustment to school life. The rules, regulations, and policies that follow will be applied without regard to race, color, national origin, sex, disability, or age.

### **Board of Education/Central Office**

**304 Mill Street  
Woodsfield, OH 43793  
(740) 472-5801  
<http://www.solsd.org>**

### **BOARD MEMBERS**

Mr. Greg Schumacher, President; Mr. Robert Putsock, Vice President;  
Mr. Ken Phillips, Member; Mr. Steve Jorris, Member; Mr. Ronald Winkler, Member

### **CENTRAL OFFICE ADMINISTRATION**

**Jeremy Beardmore**, Superintendent; **Phil Ackerman**, Executive Director; **Mitchell Dimmerling**, Treasurer;  
**Larry Koslik**, Special Education Coordinator; **Jennifer Bohach**, Curriculum Coordinator; **Teresa Harshbarger**, Curriculum Specialist; **Jason Ackerman**, Ag Science Coordinator; **Curtis Wisvari**, Title I & State/Federal Funds Coordinator; **Mark Romick**, Career Readiness Coordinator; **Jason Clutter**, Transportation Director; **Paris Yoho**, Facilities Director; **Tess Hill**, Technology Director; **Sami Stimpert**, Cafeteria Supervisor

### **BUILDING PRINCIPALS**

|                                    |                                                                        | <b>Office</b>                  | <b>Fax</b>                     |
|------------------------------------|------------------------------------------------------------------------|--------------------------------|--------------------------------|
| <b>Beallsville Elementary</b>      | Mrs. April Parden                                                      | 740-926-1302                   | 740-997-9001                   |
| <b>Powhatan Elementary</b>         | Mr. Rob Caldwell                                                       | 740-795-5665                   | 740-795-5830                   |
| <b>River Elementary</b>            | Mr. Michael Fling, Principal<br>Mr. Bob Crawford, Assistant Principal  | 740-483-1358                   | 740-483-1630                   |
| <b>Skyvue Elementary</b>           | Mr. Christopher Caldwell                                               | 740-567-3312                   | 740-567-3498                   |
| <b>Woodsfield Elementary</b>       | Mr. Joshua Ischy, Principal<br>Mrs. Shantel Zwick, Assistant Principal | 740-472-0953                   | 740-472-1646                   |
| <b>Monroe Central High School</b>  | Mr. Casey Tolzda                                                       | 740-472-0414                   | 740-472-2055                   |
| <b>River High School</b>           | Mr. Ed Trifonoff                                                       | 740-483-1358                   | 740-483-1031                   |
| <b>Swiss Hills Career Center</b>   | Mr. Scott Kratche                                                      | 740-472-0722                   | 740-472-0367                   |
| <b>River and Monroe Central HS</b> | Mr. Michael Snell, Assistant Principal                                 | 740-472-0414 &<br>740-483-1358 | 740-472-2055 &<br>740-483-1031 |

# **STUDENT AND PARENT COMPLAINT AND GRIEVANCE PROCEDURES**

## **COMPLAINTS**

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

Public Complaints - refer to Policy 9130

**Organizational Chart** - please address concerns by following the chain of command below.

1. Teacher/Bus Driver/Cafeteria Workers/Custodians/Educational Aides  

2. Building Administration  

3. Central Office Administration

## **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, take appropriate action, and to conform to 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**

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

## **SAMPLE GRIEVANCE PROCEDURE**

See Attachment A for a sample grievance procedure for Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

The Section 504 Coordinator for the Switzerland of Ohio Local School District is Mr. Larry Koslik, Special Education Director. Mr. Koslik may be reached by mail or in person at 304 Mill St, Woodsfield, Ohio 43793, and by phone at (740) 472-5801. The Title IX Coordinator is Mr. Jeremy Beardmore, Superintendent. He can also be contacted at the address and phone number above.

## **NOTICE OF NON-DISCRIMINATION**

The Switzerland of Ohio Local School District Board of Education does not discriminate on the basis of religion, race, color, national origin, sex, disability, military status, ancestry, age, or genetic information in its programs, activities or employment.

The following persons have been designated to handle inquiries regarding the non-discrimination policies:

### **DISTRICT TITLE IX COORDINATOR / COMPLIANCE OFFICER**

**Mr. Mark Romick**  
52560 River High School Rd  
Hannibal, OH 43931  
740-483-1358

### **504 COORDINATOR**

**Mr. Larry Koslik**  
304 Mill Street  
Woodsfield, Ohio 43793  
740-472-5801



## **MISSION STATEMENT**

**“We empower life-long learning, provide innovative experiences and embrace challenges. Every small step makes a difference.”**

## **VISION**

**“Honoring traditions, we will empower our students to connect our communities to the future, by mastering the skills of tomorrow.”**

## **SOLSD CORE VALUES**

1. Uniqueness – SOLSD is truly a unique school district with challenges and strengths. As an organization, we will have to develop our own path forward to solve our unique problems. This value also reminds us that each child is different and we aspire to diagnostically develop instruction that will help each individual child succeed.
2. Community – Part of what makes our district special is the sense of community in the various townships that make up our attendance area. We aren’t just strangers but interdependent members of a community committed to rearing our students with the values we received from our families and friends.
3. Equitable – All of our children should receive equitable funding, extracurricular opportunities, and academic courses on their path to college and career readiness. Equitable does not mean the same. We acknowledge that schools will have differences while presenting an overall equal value to the students learning within.
4. Stability – We are committed to making proactive choices that will safeguard and guarantee stability for our students and staff.
5. Grit – Our students will learn facts and how to think but also how to work hard, overcome challenges and persevere to the end of an objective. We aim to develop a system that pushes students towards challenges and the awakening of self-efficacy that comes after overcoming them.
6. Accountability, Integrity & Transparency – We are committed to doing our business in the sunshine and being honest and forthright about our intentions through orderly debate. We will hold ourselves accountable to each other and the community for the decisions we make and policies we establish.

## **CODE OF ETHICS**

**The Switzerland of Ohio School District uses video surveillance/electronic monitoring equipment in school buildings, school buses, and on property owned and/or operated by the Board. Policy 7440.01**

By recognizing the ‘Code of Ethics,’ the students of SOLSD will become worthy citizens of the school and community, which will help us practice high standards for the rest of our lives.

As students, we should:

*Accept the idea that education is extremely important in our lives, both now and in the future.*

*Realize that each student has the right to a quality education, therefore, just as in any family, we must promote and demonstrate the shared value of moral and ethical behavior.*

*Show respect and honor for our parents/guardians, teachers, and any person in a position of authority guiding our education, and accept both compliments and correction with courtesy.*

*Be in school and class promptly and regularly, and at all times be prepared for class.*

*Have respect for school and individual property.*

*Refrain from using profanity and all use of tobacco, including e-cigarettes, on school property.*

*Show integrity in-class work, extra-curricular activities, and intramural activities.*

*Follow the Golden Rule: “Do unto others as you would have them do unto you.”*

*Recognize that drugs (such as alcohol, prescription drugs, and marijuana, etc) are regulated by laws because they can be dangerous.*

*Understand that each of us must embrace the Code of Student Conduct, while we take responsibility for ourselves and accept the consequences of individual actions.*

## **ENROLLMENT**

R.C. 3321.01 establishes the age to enter school. By school district policy, a child in most cases must be five years of age on or before August 1 to enter Kindergarten unless identified for acceleration and early entrance.

## Attendance

In accordance with the state guidelines, the Superintendent or designee shall require from the parent/guardian of each student who has been absent from school or from class for any reason, a written statement of the causes for such absence. The board reserves the right to verify such statements and to investigate the cause of each single absence.

Parents are requested to call your building prior to 9:00 AM to report an absence.

When a student returns to school after an absence, he/she must bring a written excuse within two school days after the absence or absences, stating the reason. If a note is not received, the student will be considered truant and the absence will be recorded as unexcused. Student absence of more than three (3) consecutive school days for illness may require a physician's excused absence.

Under the Ohio School Code and the policy of the Switzerland of Ohio Local School District, absences are classified as either excused or unexcused. Excused absences fall into one of the following categories:

- |                                    |                                                   |
|------------------------------------|---------------------------------------------------|
| 1. Personal Illness                | 6. Medical Appointment                            |
| 2. Illness in the immediate family | 7. Work at home due to absence of parent/guardian |
| 3. Death of a relative             | 8. Approved Vacations                             |
| 4. Quarantine of home              | 9. Religious Holidays                             |
| 5. Legal obligations               | 10. Other determined by the Principal             |

**Pregnant Students:** Pregnant students will work with building principals to develop strategies to keep up work assignments and classroom grades and progress during the school year if unable to attend.

Schoolwork missed during periods of excused absence, if not made up, will result in a failing grade for the period of absence. A student will be allowed to make-up work for an excused absence.

Student attendance is tracked by hours instead of days. The amount of time a student is not in attendance at school will count towards their hours of absences for the year. The number of hours absent is defined in three different categories known as chronic absenteeism, chronically absent, and habitual truancy.

Refer to the Ohio Department of Education for more information on Chronic Absenteeism.

<http://education.ohio.gov/Topics/Student-Supports/Chronic-Absenteeism>

Attendance and engagement are key to success in school. Students who attend school regularly have a greater opportunity to develop well academically and socially. Research shows that Ohio students who are never chronically absent are much more likely to read and perform on grade level and graduate on time. It is the policy of the district to support removing barriers to full participation in learning.

### Chronic Absenteeism

Families will be notified once their student has missed 5% of the current term. The family will be notified again if the student has missed 10% of the current term at which point the student is considered **Chronically Absent** for that term. Please note, chronic absenteeism is cumulative for the school year. A student can be considered

Chronically Absent one term and improve their attendance to not be considered Chronically Absent the next term. To be officially declared Chronically Absent for a school year the student must miss 10% or more of the required hours for the full year.

Schools and parents should work together at this point to identify any factors contributing to the chronic absences. Additional resources may be provided. Strategies to prevent chronic absenteeism include but are not limited to: establishing morning routines, preventing unnecessary absences, and scheduling appointments outside of school hours when possible. If the student continues to be chronically absent an intervention plan may be assigned to help improve attendance.

### **Habitual Truancy**

When a student reaches the habitual truancy mark the following steps will occur:

1. Within seven days of the triggering absence:
  - Three meaningful attempts such as a letter and phone calls will be made to secure parent or guardian involvement with the absence intervention plan.
  - Members will be selected to be part of the intervention team.
2. Within 10 days after the triggering absence, the student will be assigned to an absence intervention team.
3. Within 14 days after the triggering absence, the student will be given an absence intervention plan.
4. If progress is not made on the intervention plan within 61 days or the student continues to be excessively absent, the district will file a complaint with the juvenile court.

Excessive excused absences due to personal illness will require a doctor's written verification. In case of extreme circumstances, the Superintendent or designee may make exceptions to the attendance policy on an individual basis (assuming required coursework has been completed to a satisfactory level).

Switzerland of Ohio Local School District is committed to problem solving to ensure academic success. As part of this process we are integrating a multi-tiered system of support. The following components will offer support as early intervention before students become chronically absent.

**Universal Screening** - District and building personnel will regularly review student data as an early warning.

**Data Based Decision Making** - Collecting and analyzing data to inform student needs.

**Progress Monitoring** - Collection of data to evaluate student performance.

**Team Based Problem Solving** - Collaborative process in addressing complex problems affecting students.

**Shared Leadership** - All adults have an opportunity and responsibility to support student attendance.

**Professional Capacity** - Ensuring all staff members are knowledgeable, organized and equipped for instruction and implementation of the multi tiered system of support.

**Communication and Collaboration** - Promote and support engagement and shared responsibility for creating conditions for effective instruction for all students.

### **Driver's Education**

Attendance at a driver's education course for up to two (2) hours or no more than four (4) days (limited to a total of eight (8) hours during the school year), provided that the absence does not occur during a core curriculum subject course.

### **TARDINESS**

In case of tardiness, the student will be required to present his/her teacher with a note from the school office permitting entrance to the classroom. Disciplinary interventions resulting from student tardiness will be administered according to the [code of conduct](#). Tardiness will count towards the student's hours of absence for the school year.

### **VACATIONS**

Vacations will be considered excused absences under the following conditions:

1. Requested a week in advance and approved by the building administrator.
2. The student is passing all subjects at the time of the request.
3. The student is not in violation of the attendance policy at the time of the request.

If a student elects to go on vacation and has not met all of the above conditions, those days will be considered unexcused.

### **PARTIAL DAYS**

Students will only be deemed absent for the amount of time they are not present at school. This amount of time will count towards the number of hours absent for the school year.

### **MAKE-UP WORK**

Any student missing school will be given the opportunity to make up work missed due to that absence. Upon returning to the school, the student should meet with his/her teacher(s) and obtain the required make-up assignments. **It should be noted that it is a mutual responsibility of the student/parent and teachers to make sure student work is completed.** Under normal circumstances, the student will be given one school day for each day missed. Where an extended absence is involved, the teachers and principal will adjust this limit to the needs of the child involved.

When an absence occurs near the end of a nine-week period, a grade of "incomplete" may be given until such time as the student returns to school and is given the opportunity to make up missed assignments. The period to make up work shall not exceed two weeks unless otherwise approved.

Any student missing school may make up the work and receive up to full credit not to exceed 100%.

### **MAKE-UP WORK DUE TO SUSPENSION**

If a student is removed from school by suspension (out of school), the student may make up the work but any grade for the work during the period of suspension will be recorded as a grade not to exceed 100%.

Work completed and turned in during an In School Detention will receive full credit. Out of School Suspension (OSS) must be returned in compliance with make-up work upon returning to school.

An expulsion will be dealt with on an individual basis at the discretion of the Superintendent.

### **TIME OF ARRIVAL**

The pupil's arrival time, in most cases, will be determined by the bus schedule. Students who are not riding a bus will discuss arrival time with the building principal.

### **LEAVING SCHOOL**

Students who find it necessary to leave during the school day must make arrangements at the school's office. A note from the parent or guardian is required. Parents, please tell your child when you plan to be away from home in case the school needs to contact you due to illness, emergency, injury, etc.

### **APPOINTMENTS**

Parents/Guardians are urged to make all doctor and dental appointments during non-school hours whenever possible.

### **EARLY DISMISSAL DAYS**

Throughout the course of the year, the school may be dismissed early on several occasions. Parents/Guardians should discuss early dismissal with the children and determine whether they should go directly home on those days or make special arrangements with the school.

### **EMERGENCY SCHOOL CLOSINGS**

In the event of emergency school closings or early dismissal due to either inclement weather or other calamities, there will be an attempt to contact parents with the District's All Call System. School closing information is also given to the local radio stations, and television stations and placed on the district website and social media accounts.

### **VISITING THE SCHOOL**

Parents/Guardians are welcome in our schools. It is a best practice to make an appointment with teachers and principals to discuss specific school issues. *State law requires that any individual visiting the school must report to the school's office before going to any part of the school building. In addition, each visitor will be required to sign in upon arrival and sign out when leaving the school.*

Students should not be in the building outside of school hours, except under the direction of authorized personnel as part of the activity program. Student visitors or student guests will not be permitted in the schools. Only those children who have been formally enrolled in the given building during the regularly scheduled school day are permitted in each school building.

## **USE OF THE SCHOOL BUILDING**

Patrons and interested parties desiring use of the school building should contact the principal for the appropriate building use agreement forms. We encourage members of the school community to use school buildings, grounds, and equipment. There may be fees charged to cover school district expenses.

## **USE OF TELEPHONE**

Students will not be called to answer the telephone during the school day except in cases of emergency. All other messages will be taken and delivered to students by school personnel. Students should plan so they seldom need to use the telephone. Please refer to the discipline policy concerning unauthorized use of electronic devices.

## **PERSONAL COMMUNICATION DEVICES (PCD) IN SCHOOLS POLICY**

Personal communication devices (“PCDs”) are electronic communication devices powered by batteries or electricity that are capable of receiving, transmitting, or receiving and transmitting communication between individuals or groups that are not issued by the District for the purpose of instruction. Examples of PCDs include computers, laptops, tablets, e-readers, cellular telephones, smartphones, gaming devices, smartwatches and other wearable technology, and other web-enabled devices used to communicate. R.C. 3313.753

To support school environments in which students can fully engage with their classmates, their teachers, and instruction, the Board of Education of Switzerland of Ohio Local Schools has determined that the use of PCD by students during school hours should be limited.

The objective of this policy is to strengthen Switzerland of Ohio Local School’s focus on learning, in alignment with our mission to ignite students’ passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools.

### ***I. Research***

Research shows that student use of personal communication devices in schools has negative effects on student performance and mental health. Personal communication devices distract students from classroom instruction, resulting in smaller learning gains and lower test scores. Increased personal communication devices use has led to higher levels of depression, anxiety, and other mental health disorders in children.

### ***II. Applicability***

This policy applies to the use of personal communication devices by students while on school property during school hours.

### ***III. Use of personal communication devices***

PK-8 students are prohibited from using personal communication devices at all times during the school day. Students in grades 9-12 are permitted to use their personal communication devices up to the first bell of the day.

This policy allows a student to use a personal communication device exclusively for medical purposes, such as monitoring or addressing a health concern. This accommodation, listed as assistive technology, will be determined by the student's IEP team or his/her health plan team.

#### **IV. Personal communication devices storage**

Students shall keep their personal communication devices in a secure place, such as the student's locker, a closed backpack, or a storage device provided by the district, at all times when personal communication devices use is prohibited.

#### **V. Discipline**

If a student violates this policy, a teacher or administrator shall take the following progressively serious disciplinary measures (check all that apply):

1. Give the student a verbal warning and require the student to store the student's personal communication devices in accordance with this policy.
2. Confiscate the personal communication devices and securely store them in a teacher or administrator-controlled locker, bin, or drawer for the duration of the day, when the student can retrieve them.
3. Confiscate the personal communication devices and place them in the school's central office for the remainder of the school day so that the parent or guardian can retrieve them at the end of the day.
4. Confiscate the personal communication devices and place them in the central office to be picked up by the student's parent or guardian. The student loses the privilege of having personal communication devices at school.
5. Once a student loses the privilege of having personal communication devices at school, and he/she brings a personal communication device to school again, then an appropriate consequence will be provided, such as in-school suspension, out-of-school suspension, etc.

### **SCHOOL LUNCHES**

Students eating lunch, either purchased or carried, will eat in the area of the building designated as an approved lunch area. While eating lunch, students will be under the supervision of their teachers or an assigned lunchroom supervisor at all times.

The Switzerland of Ohio Local School District utilizes the Point of Sale program for lunch sales. All lunches are deducted from a student account. Payments may be made at the child's school in the dropbox in the office or can be mailed or dropped off at the central office in Woodsfield. Payments can also be made online by visiting our district website at <http://www.solsd.org>. Student accounts shall be managed in order to keep a positive balance at all times.

Payments should be mailed to:  
Switzerland of Ohio Local Schools  
304 Mill Street  
Woodsfield, Ohio 43793

For questions contact

**Cafeteria Supervisor:** Sami Stimpert, 740-472-0722 ext.4522

[Food Service Policy](#)



## **HEALTH AND MEDICAL ATTENTION**

In order for your child to receive the best possible care in school, it is imperative that the School Nurse be informed of any diagnosis he/she has been given by a Doctor. It is also the parent/guardian's responsibility to inform the Nurse of any and all medications the child is taking either at home or in school. Also, it is very crucial that the nurse be made aware of any allergies to medications, foods, bees, or any other allergy requiring the use of an epinephrine. If a child becomes ill or injured during school hours and requires medical attention, other than the assessment and treatment given by the licensed Nurse, the nurse will make every attempt to contact the parent/guardian. If no one can be reached, the Nurse and Principal will use their judgment to contact the child's doctor and call the emergency squad if deemed necessary.

It is extremely important for the school to have an updated Emergency Medical form on file each year with the current information. The emergency medical form is **REQUIRED**, and is to be completed the first week of each school year. Students will not be permitted to take physical education, participate in sports, attend labs, or any school activity, until a current, completed, signed emergency medical form is on file at their school. If the form is not submitted within two (2) weeks, the student may be suspended until the information is received.

If it is necessary for your child to take prescription medication at school a form **MUST** be completed by the ordering physician and the parent/guardian. The parent/guardian must also bring the medication to the nurse at the school the child attends. If a parent feels it is necessary to bring in non-prescription drugs, they must also bring the medication with a signed form to the nurse. **ALL** medication must be in its original container.

**NURSES AND STAFF WILL NOT ADMINISTER DRUGS IN A BAGGIE OR ANY CONTAINER OTHER THAN THE ORIGINAL.** Please keep in mind that Nurses do have Tylenol, Ibuprofen, and Midol.

Forms for medication in school are available from your school's nurse or secretary. If your child requires the use of an asthma inhaler or Epipen, forms are also available and must be completed by the prescribing doctor. Possession of prescription and non-prescription medications, without the proper authorization, on school grounds or at a school function is a violation of the District Drug Policy.

**Elevator Use:** School elevators are permitted to be used by students who have a documented medical need. Regular use requires a doctor's note, and access may be granted for short-term or long-term durations based on medical necessity.

## **IMMUNIZATION REQUIREMENTS**

In accordance with the Ohio Department of Health Section 3701.13 of the Ohio Revised Code (ORC), students are required to show proof of the following immunizations:

- 4 or more doses of DTAP or DT (If all 4 doses were given before the 4th birthday, a 5th dose is required)
- 3 or more doses of IPV (The Final dose must be given after the 4th birthday)
- 2 doses MMR
- 3 doses Hepatitis B
- 2 doses Varicella - Grades K-9
- 1 dose of Varicella - Grades 10-12
- 1 dose Tdap - Grades 7-12
- 1 dose Meningococcal - Grades 7-10
- 2 doses Meningococcal - Grade 12 (if first dose was given on or after 16th birthday a second dose is not required)

## **STUDENT ACCIDENT INSURANCE**

Any student enrolled in the Switzerland of Ohio Local School District is eligible to enroll in the Student Insurance Program.

Coverage includes traveling directly and uninterruptedly to and from school or school-sponsored activities as well as participation in school-sponsored and supervised extra-curricular activities (inter-scholastic football not covered under the basic policy).

Specific cost and coverage information will be sent home to all parents/guardians during the first week of school. Parents/guardians are encouraged to consider this inexpensive insurance, especially where no other coverage exists.

The program may be purchased for either during school time or over a 24-hour basis. This is an excess coverage program and will pay that portion of each insured loss not covered by other valid and collectible first party insurance.

## **GRADE REQUIREMENTS FOR PARTICIPATION IN ATHLETICS AND EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES**

### **JUNIOR HIGH AND HIGH SCHOOL**

1. In order to be eligible in grades 7-8, a student must be enrolled in and receive passing grades in a minimum of 5 subjects. In addition, the student must maintain a GPA of 1.75 in the preceding grading period.
2. In order to be eligible in grades 9-12, a student must have been enrolled in and receiving passing grades in a minimum of five one-credit courses, or the equivalent, that count towards graduation. In addition, the student must maintain a GPA of 1.75 in the preceding grading period.
3. A student enrolled in the first grading period after advancement from the 7<sup>th</sup> to the 8<sup>th</sup> and 8<sup>th</sup> grade to 9<sup>th</sup> grade must have passed 5 subjects carried the preceding grading period in which the student was enrolled
4. The eligibility or ineligibility of a student continues until the start of the fifth (5<sup>th</sup>) school day of the next grading period, at which time the grades from the immediately preceding grading period become effective. EXCEPTION: eligibility or ineligibility for the first grading period commences with the start of the fall sports season.
5. A student enrolled in the first grading period after advancement from the 7<sup>th</sup> to the 8<sup>th</sup> and 8<sup>th</sup> grade to 9<sup>th</sup> grade must have passed 5 subjects carried the preceding grading period in which the student was enrolled.
6. A student enrolling in the 7<sup>th</sup> grade for the first time will be eligible for the first grading period regardless of previous academic achievement. Thereafter, in order to be eligible, a student must be

currently enrolled and must have been enrolled in school during the immediately preceding grading period and received passing grades in all five subjects.

7. School records or verification by the sending school must establish the eligibility of a transfer student. The responsibility for establishing eligibility rests with the receiving school
8. Summer school grades earned may not be used to substitute for failing grades from the last grading period for the regular school year.
9. Tutoring or examinations to complete the preceding grading period's requirements is permissible provided the inability to complete the required work on time is due to illness or an accident verified by a physician. If a student receives a quarter grade of incomplete "I" they may complete make-up work to achieve a passing grade. Students who receive a failing grade for the quarter, may not complete additional work to receive a passing grade.

**[CLICK THIS LINK TO ACCESS THE ATHLETIC CODE OF CONDUCT](#)**  
**[Ejection Policy for Spectators, Coaches](#)**

### **ACCOUNTING SYSTEM-ACTIVITIES**

All school accounts of clubs, classes, organizations, and activity groups are handled through a central treasury. Money received by organizations is immediately counted and receipted by the school secretary. Sponsors must approve all bills before they can be paid. In addition, the high school principal must co-approve all bills before they can be paid. The district's treasurer registers all records of accounts. All monies received by the Board of Education shall be used solely for purposes written into the guidelines of each program. All such organizations are required to maintain a positive cash balance in order to continue as an approved organization. No expenditures shall be made unless money is available in the appropriate account.

### **PARTICIPATION IN CLUBS AND ACTIVITIES**

- A. All activities in each high school must be scheduled and approved by the high school principal.
- B. Each activity shall be evaluated annually to determine whether the activity served its purpose and should be continued as part of the school's activity program.
- C. The principal and/or faculty representatives shall review formal requests for additions to the activity program.
- D. The number of activities in which an individual student may participate shall be adjusted so it will not interfere with his/her schoolwork or organization.

The number of hours per week which may be devoted to participation in non-athletic activities will be limited to daily activity periods and/or special after-school sessions as announced by the faculty sponsor. Those approved contests and activities in which students participate shall meet the following criteria:

- a. The contest or activity must be educationally sound, worthwhile, and timely and not sponsored primarily for entertainment purposes.
- b. It must contribute directly to the educational, civic, social, physical, or ethical development of the students involved.
- c. It should be stimulating to the participant and the student body.
- d. An activity or preparation for an activity does not ordinarily involve the presence of students after 9:00 PM on the evening preceding a school day.
- e. A contest or activity which excused a student because of race, color, national origin, sex, disability or age is not approved.

### **FOREIGN EXCHANGE STUDENTS**

All foreign exchange students are to be permitted to participate in all school activities.

In addition, senior foreign exchange students are to be permitted to participate in all senior graduation activities provided by the school district.

In order for a foreign exchange student to receive a high school diploma, they must meet the State of Ohio graduation requirements and the requirements of his/her sponsor.

### **LOSS OF OPERATOR'S LICENSE/PERMIT**

The building principal shall notify the Superintendent when:

- A. A student withdraws from school for a reason other than a change of residence and is not enrolled in and attending in accordance with school policy, an approved program to obtain a diploma or its equivalent;
- B. During any semester or term, a student is habitually absent from school without a legitimate excuse for more than eight (8) consecutive school days or at least ten (10) total school days;

The superintendent shall then notify the student and the student's parent/guardian; (a) of the habitual absence information provided to the Superintendent; (b) that as a result of such information, the student's driver's license privileges will be suspended or denied, and (c) that the student and student's parent/guardian may appear in person at a scheduled date, time and place before the Superintendent or his designee to challenge such information.

- C. A student is suspended or expelled from school for the use of or possession of alcohol, drugs, or dangerous weapons.

The superintendent shall notify the Monroe, Belmont, or Noble County, Ohio Registrar of Motor Vehicles and Juvenile Court Judges of Monroe, Belmont, or Noble Counties, Ohio, in accordance with R.C. 3321.13, and

Board of Education Policy, when: (1) a student has withdrawn under the meaning of this section: or (2) a student has been determined to be habitually absent.

The superintendent may notify the Registrar of Motor Vehicles and Juvenile Court Judges of Monroe, Belmont or Noble Counties, Ohio in accordance with R.C. 331.13 and Board of Education policy when a student is suspended or expelled from school for the use of or possession of alcohol, drugs, or dangerous weapons.

Except in certain circumstances, the Registrar of Motor Vehicles shall suspend the temporary instruction permit or operator's license, or deny the opportunity to obtain issuance of such a permit or license, of the student who is the subject of such notice until:

1. The student becomes eighteen (18).
2. Returns to school
3. The student receives a High School Diploma, General Education Development (GED) Certificate, or Age and School Certificate.

### **PROMOTION/RETENTION POLICIES FOR K-8**

The retention and promotion procedures of any school district are a critical component of the educational program. Many children enter their educational career before they are prepared physically, emotionally, or intellectually ready for instruction. Others often fall behind their peers and require a second year at a given level in order to raise their achievement to a degree that will enable them to enjoy a satisfactory level of educational success.

It should be noted that any effort to retain a child is done so with the child's best interest in mind. The parents/guardians of these children are encouraged to support the decision and make a concerted effort to help their child accept and adjust to this placement.

Student progress will be monitored throughout the school year and a formal review to consider retention will be conducted with the Principal in May.

#### **Report Card Designations:**

**Promoted:** A student moves onto the next grade level because they've met all standard grade-level academic requirements.

**Transferred:** A student moves onto the next grade level after a careful, individualized review of their specific situation. This designation is used when standard promotion criteria weren't fully met, but school leadership and educators determine that moving forward is still the best path for the student's overall development.

**Retained:** A student who does not move onto the next grade level due to failing two or more major subject areas or not meeting the Third Grade Reading Guarantee requirements may be marked retained.

The following link contains additional information concerning the state of Ohio's Third Grade Reading Guarantee policy: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee>

It is the obligation of the K-8 homeroom teacher to notify the parents/guardians in writing as soon as it becomes apparent that their child's performance could lead to retention. Under no circumstance, should this notification occur later than the end of the 3<sup>rd</sup> nine-week grading period.

It is the responsibility of all School Counselors in grades 9-12 to notify parents/guardians in writing that their child's academic performance could lead to course failure. It is advised that this notification be sent at the end of the first semester, but under no circumstances, should this notification occur later than the start of the 4th grading period.

A teacher should make every effort to communicate with the parents/guardians and provide current information relative to the child's progress. In the event of possible retention, the teacher should have evidence of parental notification on file. Such notifications should include:

1. Conference Records
2. Phone Conference Records
3. Letters Sent Home
4. Appropriate Grades
5. Samples of the Student's Work

The following factors will apply in considering each case for promotion:

1. Physical Maturity: Size, strength, weaknesses, general health, and age.
2. Social Maturity: Ability to get along well with others, leadership, reaction to criticism, work and play habits.
3. Mental Maturity: Attention span, ability to concentrate, retention of facts, intellectual curiosity, and ability to grasp knowledge quickly.
4. Academic Records: Reading and math achievement, language, social studies, and science where applicable to grade level.
5. Special Problems: Parent/guardian's attitude, attendance ages, and grade placement of siblings.
6. Does the child have a mastery of the standards for the grade level recently completed?
7. Will the retention enable the child to succeed in the following year?
8. How will the child's program be altered during the second year in a given grade?
9. State requirements for testing, etc.

Final placement decision/responsibility rests with the superintendent of schools or his/her designee according to the state law.

### **EIGHTH GRADE CEREMONY – FOR ALL BUILDINGS**

The eighth-grade promotion ceremony celebrates our students moving from the elementary to high school. It is important for students to wear clothing that is indicative of the importance of this ceremony. The eighth-grade students of Switzerland of Ohio will wear gowns to celebrate this event (all students must wear a promotion

gown). The ceremony shall be marked with dignity and simplicity and shall be of a pleasant and memorable type. Questions regarding appropriate dress should be sent to the principal or graduation coordinator.

There will be no recognition of valedictorian or salutatorian. There will be special recognition of students that have consistently been on the Principal’s List and Honors List.

**OHIO’S LEARNING STANDARDS**

Ohio’s Learning Standards explain the knowledge and skills Ohio students in PK-12 need to have and can be accessed at the Ohio Department of Education’s website: <http://education.ohio.gov>. Ohio will administer state testing on Ohio’s Learning Standards to assess student progress. District [pacing guides](#) outlining the scope and sequence of coursework can also be found on our website. For Ohio State Testing (AIR) see page 34.

**GROUP TESTING PROGRAM**

The results of these tests are available to parents/guardians upon request. If you should have any questions relative to the testing program or if you would like to review your child’s test scores, please feel free to contact your building principal.

**INDIVIDUAL TESTING**

Individual tests of ability and achievement plus additional diagnostic tests are administered by the school psychologists on a referral basis as recommended by the school’s staff.

**K-3 STANDARDS-BASED GRADING**

Students in grades K-3 will receive a standards-based report card. Student progress will be communicated through the following rubric.

**REPORT CARD RUBRIC  
FOR STANDARDS-BASED REPORT CARD**

|              |                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kindergarten | Grades 1-3 <div><b>Performance Levels</b><br/><br/>3     <b>Meeting end-of-year grade level standards</b><br/><br/>2     <b>Average Progress</b> toward meeting end-of-year grade level standards<br/><br/>1     <b>Beginning Progress</b> toward meeting end-of-year grade level standards<br/><br/>OC    <b>Of Concern:</b> Does not understand the standard<br/><br/>NT    <b>Not tested</b> at this time</div> |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Key</p> <p><b>(3) Proficient</b><br/>I can show that I understand the work all the time.</p> <p><b>(2) Approaching Proficient</b><br/>I can show that I understand the work, most of the time, but I still might make mistakes.</p> <p><b>(1) Beginning Progress</b><br/>I am beginning to understand the work, but I need help from my teacher.</p> <p><b>(OC) Of Concern</b><br/>I do not understand the work.</p> <p><b>(NT) Not Tested</b></p> <p><b>(+) Age Appropriate</b></p> <p><b>(&gt;) Sometimes Demonstrates</b></p> <p><b>(-) Needs Improvement</b></p> </div> |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| Efforts/Work Habits/Personal Growth |                           |
|-------------------------------------|---------------------------|
| Efforts/Work Habits/Personal Growth |                           |
| +                                   | Consistently demonstrates |
| >                                   | Sometimes demonstrates    |
| -                                   | Needs improvement         |

1. In grades 4-12, letter grades will be given for student performance in all areas of instruction including instrumental music and musical classes. Physical Education will be reported on an Outstanding (O), Satisfactory (S), or Unsatisfactory (U) basis.
2. Students must receive a passing grade in a quarter of the second semester of each course in order to receive a passing final grade.
3. Teachers of grades 4-12 may record point values of 0-4 in place of percentages. All quarter and final grades must convert to a letter grade in grades 4-12.
4. Progress toward achievement marks will be available and updated for student and parental viewing through Progress Book. Parents and students may contact the teacher to schedule a time to discuss progress further.
5. The achievement mark at the end of the grading period in any subject should represent the most accurate estimate by the teacher of the achievement of the individual in the subject.

**Pacing Guides, study guides, and sample assessment questions will be available on the district website under the Curriculum tab at <http://www.solsd.org>.**



The following scale will be used to compute the final yearly average for grades 4-12:

### **Numerical - Letter Grade Values**

| Percentage | Letter Grade | Value | Range     |
|------------|--------------|-------|-----------|
| 94-100     | <b>A</b>     | 4     | 3.84-4.00 |
| 92-93      | <b>A-</b>    | 3.66  | 3.51-3.83 |
| 89-91      | <b>B+</b>    | 3.33  | 3.18-3.50 |
| 85-88      | <b>B</b>     | 3     | 2.84-3.17 |
| 83-84      | <b>B-</b>    | 2.66  | 2.51-2.83 |
| 80-82      | <b>C+</b>    | 2.33  | 2.18-2.50 |
| 76-79      | <b>C</b>     | 2     | 1.84-2.17 |
| 74-75      | <b>C-</b>    | 1.66  | 1.51-1.83 |
| 71-73      | <b>D+</b>    | 1.33  | 1.18-1.50 |
| 67-70      | <b>D</b>     | 1     | .84-1.17  |
| 65-66      | <b>D-</b>    | 0.66  | .51-.83   |
| 0-64       | <b>F</b>     | 0     | .0-.50    |

### **Examples**

The final yearly average in a particular subject may be computed by converting the letter grades to their decimal equivalents, adding these and then dividing by four.

$$\begin{array}{ccccc} \underline{1^{\text{st}} 9 \text{ Qtr}} & \underline{2^{\text{nd}} 9 \text{ Qtr}} & \underline{3^{\text{rd}} 9 \text{ Qtr}} & \underline{4^{\text{th}} 9 \text{ Qtr}} & \underline{\text{Average}} \\ \text{A-} & \text{B} & \text{C} & \text{C+} & \text{B-} \end{array}$$

$$3.66 + 3.00 + 2.00 + 2.33 = 10.99 \div 4 = 2.7475 \text{ translates to a B-}$$

### **High School Final Year Average Calculation**

|                          | 1st Quarter | 2nd Quarter | 1st Semester Exam | 3rd Quarter | 4th Quarter | 2nd Semester Exam | Final Year Average |
|--------------------------|-------------|-------------|-------------------|-------------|-------------|-------------------|--------------------|
| Letter Grade:            | A-          | B           | A                 | C           | B           | A                 |                    |
| Letter Grade Value:      | 3.66        | 3.00        | 4.00              | 2.00        | 3.00        | 4.00              |                    |
| multiplied by weight of: | x           | x           | x                 | x           | x           | x                 |                    |
|                          | 2           | 2           | 1                 | 2           | 2           | 1                 |                    |
| Value                    | 7.32        | 6.00        | 4.00              | 4.00        | 6.00        | 4.00              | 31.32              |
|                          |             |             |                   |             |             |                   | divided by 10      |
|                          |             |             |                   |             |             |                   | 3.132<br>Grade: B  |

## **HONOR ROLL CRITERIA FOR GRADES 4-12**

All letter grades will be used as part of the principal's list and honor roll calculations.

The honor roll criteria for all schools of the Switzerland of Ohio Local School District shall be:

**Principal's List** - A student must receive all A's to be on the Principal's List. A student may not be on the Principal's List if he/she receives an A- 's.

**First Honors** - To qualify for First Honor recognition, the student must have a cumulative grade point average of 3.50 to 3.99 on a 4.0 scale. No student is permitted to the honor roll with a grade below a B-

**Second Honors** - To qualify for Second Honor recognition, the student must have a cumulative grade point average of 3.0 to 3.49 on a 4.0 scale. No student is permitted on the honor roll with a grade below a B-.

**Calculations for Honor Roll do not include CCP courses**

## **TEXTBOOKS**

Textbooks are furnished without cost to all students for use during the year. You are responsible for maintaining and returning these texts at the end of the year. All textbooks are loaned to students for their use during the school year. Please make sure your name and grade are written in the appropriate place in the book in case it is misplaced. If lost or damaged, the cost of the book will be the responsibility of the student/parent.

## **SWISS HILLS CAREER CENTER ELIGIBILITY**

Students planning to attend Swiss Hills as a Junior must have completed the following subjects by the end of their sophomore year: 2 credits of English, 2 credits of Social Studies; 2 credits of Science; 2 credits of Math; ½ credit of Health; ½ credit of Physical Education. Failing to obtain these 9 required credits by the end of your sophomore year may lead to you being denied a position at Swiss Hills Career Center or placed on admission probation. If you are planning to attend Swiss Hills and know you are lacking these credits, please see your building principal or guidance counselor for options for credit recovery. While attending Swiss Hills, a student will receive 6 - 8 elective credits (3-4 per year).

Students who apply and plan to attend Swiss Hills for the Sophomore Academy must have completed the following subjects by the end of their freshman year: 1 credit of English, 1 credit of World History; 1 credit of Biology; 1 credit of Algebra I; ½ credit of Health; ¼ credit of Physical Education. Failing to obtain these required credits by the end of your freshman year may lead to you being denied a position at Swiss Hills Career Center or placed on admission probation. If you are planning to attend Swiss Hills and know you are lacking these credits, please see your building principal or guidance counselor for options for credit recovery. While attending Swiss Hills, a student will receive 6 - 8 elective credits (3-4 per year).

| General Course Requirements                              | Minimum Credits |
|----------------------------------------------------------|-----------------|
| English Language Arts                                    | 4 credits       |
| Health                                                   | .5 credit       |
| Mathematics                                              | 4 credits       |
| Physical Education                                       | .5 credit       |
| Science                                                  | 3 credits       |
| Social Studies                                           | 3 credits       |
| Electives (must include .5 credit in financial literacy) | 5 credits       |
| Fine Arts                                                | 1 credit        |

|                           |                                                                                                                                                                                                                                                                                                                 |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mathematics</b>        | Students must earn four mathematics units, which must include one unit of Algebra 2 or the equivalent of Algebra 2.                                                                                                                                                                                             |
| <b>Physical Education</b> | School districts may adopt policies that would exempt students who participate in interscholastic athletics, marching band or cheerleading for two full seasons from the physical education requirement. Students satisfying the physical education waiver must take another course of study of .5 credit.      |
| <b>Science</b>            | Science units must include one unit of physical sciences, one unit of life sciences and one unit of advanced study in one or more of the following sciences: chemistry, physics or other physical science; advanced biology or other life science; astronomy, physical geology or other earth or space science. |
| <b>Social Studies</b>     | Must include World History, American History, and American Government.                                                                                                                                                                                                                                          |

Electives as needed to meet 21 credit requirements.

Visit Ohio Department of Education for more information  
<https://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements>

# Ohio's Long Term Graduation Requirements



## OHIO'S GRADUATION REQUIREMENTS

### CLASS OF 2023 AND BEYOND

Ohio's long-term graduation requirements take effect for the class of 2023. For students entering ninth grade on or after **July 1, 2019**, Ohio's new high school graduation requirements provide more flexibility to choose a graduation pathway that builds on a student's strengths and passions – one that ensures students are ready for their next steps after high school. Students in the classes of 2018 through 2022 may also use these requirements as a pathway to graduation.

As a part of this pathway to graduation, students must show that they have completed all three parts of these requirements.

### 1. Credit Requirements:

Students must earn a **minimum total of 20 credits** in specified subjects and take your required tests. Schools can locally require more than 20 credits. Schools are still required to administer all the high school end-of-course assessments. These are: English Language Arts II, Algebra I (or Integrated Math I), Geometry (or Integrated Math II), Biology, American History, and American Government.

### 2. Competency:

Students can demonstrate competency by earning a passing score on Ohio's high school Algebra I (or Integrated Math I) and English language arts II tests. Students who do not pass the test will be offered additional support and must retake the test at least once. If students have not met the competency score on these tests, there are four additional ways to show competency.

| Option 1             | Option 2         | Option 3            | Option 4            | Option 5   |
|----------------------|------------------|---------------------|---------------------|------------|
| Algebra I and ELA II | Career Readiness | College Credit Plus | Military Enlistment | ACT or SAT |

**Option 1.** To demonstrate competency using Ohio's state tests, students must earn a score of 684 or above on both the Algebra I (or Integrated Math I) and English language arts II end-of-course exams.

**Option 2.** To demonstrate competency by Career Readiness, students must demonstrate two career-focused activities, at least one must be a foundational option.

- Foundational options: 1. Cumulative score of proficient on 3 or more WebXams. 2. Earn 12-points of industry credential. 3. Complete a registered pre-apprenticeship, an apprenticeship, or show evidence of acceptance into an approved apprenticeship. 4. State-issued license for a practice in a vocation.
- Supporting options: 1. Work-Based Learning. 2. Earn the workforce readiness score on the Workkeys. 3. Earn the OhioMeansJobs Readiness Seal

**Option 3.** To demonstrate competency through the College Credit Plus Program, students must earn credit in a non-remedial math or English course for the subject area not passed.

**Option 4.** To demonstrate competency through Military Enlistment, students must provide evidence of enlistment in a branch of the armed forces to demonstrate competency.

**Option 5.** To demonstrate competency using the ACT or SAT, students must obtain a remediation-free score in the math and/or English subject area on the ACT or SAT. To demonstrate competency in English, a student must be remediation-free in the subjects of English and reading on the ACT or SAT.

### 3. Readiness:

Students can meet the readiness requirement by earning two diploma seals. In alignment with their graduation plan, students should be choosing seals that align with their goals and interests. These seals give students the chance to demonstrate academic, technical and professional skills and knowledge that align to their passions, interests and their post-high school pathway.

Of the two seals students are required to earn, at least one of the two must be State-Defined. Ohio's 12 diploma seals are:

- |                                                       |                                                   |
|-------------------------------------------------------|---------------------------------------------------|
| • OhioMeansJobs Readiness Seal (State-Defined)        | • Honors Diploma Seal (State-Defined)             |
| • Industry-Recognized Credential Seal (State-Defined) | • Seal of Biliteracy (State-Defined)              |
| • College-Ready Seal (State-Defined)                  | • Technology Seal (State-Defined)                 |
| • Military Seal (State-Defined)                       | • Community Service Seal (Locally-Defined)        |
| • Citizenship Seal (State-Defined)                    | • Fine and Performing Arts Seal (Locally-Defined) |
| • Science Seal (State-Defined)                        | • Student Engagement Seal (Locally-Defined)       |



### Want to learn more?

Contact your school counselor or  
visit [education.ohio.gov/graduation](https://education.ohio.gov/graduation)

## **HIGH SCHOOL PHYSICAL EDUCATION (PE) Waiver**

Students who have participated in interscholastic athletics, marching band, or cheerleading for at least two (2) full seasons as defined in the Switzerland of Ohio Local School District handbook, while enrolled in grades 9 -12, and as documented by the athletic director, principal and guidance counselor, may be excused from the high school physical education requirement. Students electing such an excuse shall complete one-half (1/2) unit of at least sixty (60) hours of instruction in another course of study which is designated by the Board as meeting the high school curriculum requirements.

Credit may be earned by:

- A. Completing coursework
- B. Testing out or demonstrating mastery of course content; or
- C. Pursuing one or more educational options in accordance with the District's Credit Flexibility Program.

Credit may also be earned at an accredited postsecondary institution.

Every high school may permit students below the ninth grade to take advanced work for credit. This work shall count toward graduation requirements if it was both:

- A. Taught by a person who possesses a license/certificate issued under State law that is valid for teaching high school;
- B. Designated by the Board as meeting the high school curriculum requirements.

### **District policy for enrollment in an AP (Advanced Placement) Course in school or online**

#### **Requirements to enroll into an AP Course**

##### **1) Enrollment in an AP Course:**

- a) A student may be enrolled in an AP course in school or online if they have achieved a "B" or higher grade average in a prior corresponding course
  - i) Examples: If a student is applying for an AP English course, they must have had a "B" average for the English course the year prior
  - ii) If a student is applying for an AP History course online, they must have a "B" average in a prior history course.
- b) Student has achieved a 4 or higher on the State Test from a corresponding course
- c) Student has achieved a college readiness score on the ACT/SAT tests
- d) If the student wants to take an AP course online that is not offered in the district (Ex: AP German, AP Psychology, AP Calculus), then the student must have obtained a "B" average in the closest corresponding course as determined by administration
  - i) Examples: If a student wants to take AP German online, they must have a "B" average in the prior year's Language Course.
  - ii) If a student wants to take AP Psychology online they must have a "B" average in the prior year's Social Studies Course.
- e) A student must also complete the following requirements prior to being placed in the AP course



- i) Complete a pre-writing sample for AP English, AP History/Government Course. Writing samples will be graded on a district created rubric and students must receive a minimum of a 3 or higher for the writing sample. Rubric will be on a 0 to 5 scale.
- ii) Complete a Basic Knowledge sheet for AP Science and Math courses. The Basic Knowledge sheet will allow the student to show they have the basic knowledge in order to take the exam. Sheets will be graded and students must achieve an 80% or higher.
- iii) Writing Samples and Basic Knowledge Sheets will be turned into the AP coordinator once completed. Student names will be removed and a number will be assigned to each student. Teachers from a different building if available will grade the sheets without knowing who the student is. Writing samples and Basic Knowledges sheets should be completed and turned in by using a word processing program.
- f) No student can be placed in an AP course without meeting three out of four requirements.
  - i) B or higher in previous course or related course
  - ii) 4 or higher on a State tests ex: End of course or Next Generation
  - iii) College readiness score on the ACT or SAT
  - iv) Writing Samples or Basic Knowledge sheet.

Special considerations for a student's placement will be allowed with a majority consensus of the AP Coordinator, AP Teacher, Principal, and Superintendent.
- g) h) Acceptance into an online AP Course is also subject to any additional guidelines set forth by the organization offering the course.

**2) Credit for the AP course:**

- a) Laude System:
  - i) Students who take and complete an AP course in school or online, but do not take the corresponding National AP Exam for that course will receive 1.0 Laude point.
  - ii) Students who take and complete an AP course in school or online and take the corresponding National AP Exam for that course will receive 1.25 Laude points.
  - iii) Students who take the National AP Exam and receive a score of 3 or higher will receive a 1.50 Laude point.

**3) Adding or Dropping an AP Course:**

- a) A student can add or drop an AP Course as long as they meet the district policy for doing so.
- b) If a student of the district wants to add a course after the school year starts, they will be responsible to understand and complete any prior assignments on his or her own.
- c) If a student moves into the district in the school year and wants to take an AP course, they will be informed of the coursework they have missed to better prepare them, but they will not be held responsible to complete the assignments if the student was not taking an AP course at the previous school.
- d) Coursework from another AP course in a different district can be given if the student provides proof of work and the district offers that AP course.

## **HIGH SCHOOL HONORS COURSES**

### **Honors Course Policies**

**Honors Biology - District Policy or Prerequisite:**

Students who want to enroll in a Biology Honors Course must meet 2 of the following requirements:

- Grade of B or Higher in a prior corresponding science course
- A score of Accomplished(4) or Advance(5) on a State Test the year prior in a Science course
- A Student has achieved a College readiness score on the ACT/SAT tests
- Achieved an 80% or higher practice exam for the honors course for students that do not have a score for an Ohio State tests in Science.
- Special considerations for a student's placement will be allowed with a majority consensus of the Coordinator of Gifted Services, Teacher of the Honors course, Principal, and Superintendent

Students are expected to earn a grade of "C" or higher. If a student is not meeting the minimum expectation within the first four weeks of the grading period, a conference will take place to include the teacher, parent, student, school counselor, and/or principal to develop a plan for success. If the student, teacher, and parent recognize that the level of difficulty is such that the student is not successful, a level change should occur immediately. Should the student remain in the honors course at the end of the grading period if the student is still not performing at the minimum grade requirement, the student will be withdrawn from the honors course and placed in the regular course.

### **Honors Math - District Policy**

Students who want to enroll in a Math Honors Course must meet 2 of the following requirements:

- Grade of B or Higher in a prior corresponding Math course
- A score of Accomplished(4) or Advance(5) on a State Test the year prior in a Math course
- A Student has achieved a College readiness score on the ACT/SAT tests
- Special considerations for a student's placement will be allowed with a majority consensus of the Coordinator of Gifted Services, Teacher of the Honors course, Principal, and Superintendent

Students are expected to earn a grade of "C" or higher. If a student is not meeting the minimum expectation within the first four weeks of the grading period, a conference will take place to include the teacher, parent, student, school counselor, and/or principal to develop a plan for success. If the student, teacher, and parent recognize that the level of difficulty is such that the student is not successful, a level change should occur immediately. Should the student remain in the honors course at the end of the grading period if the student is still not performing at the minimum grade requirement, the student will be withdrawn from the honors course and placed in the regular course.

### **English Honors District Policy Prerequisite:**

Students who want to enroll in an English Honors Course must meet 3 of the following requirements:

- Grade of B or Higher in a prior corresponding English course
- A score of Accomplished(4) or Advanced(5) on a State Test the year prior in an English course
- A Student has achieved a College readiness score on the ACT/SAT tests
- Complete a pre-writing sample for the honors course and achieve a score of 3 or higher using the Pre-AP writing rubric.
- Special considerations for a student's placement will be allowed with a majority consensus of the Coordinator of Gifted Services, Teacher of the Honors course, Principal, and Superintendent



Students are expected to earn a grade of “C” or higher. If a student is not meeting the minimum expectation within the first four weeks of the grading period, a conference will take place to include the teacher, parent, student, school counselor and/or principal to develop a plan for success. If the student, teacher, and parent recognize that the level of difficulty is such that the student is not successful, a level change should occur immediately. Should the student remain in the honors course at the end of the grading period if the student is still not performing at the minimum grade requirement, the student will be withdrawn from the honors course and placed in the regular course.

### **History Honors District Policy Prerequisite:**

Students who want to enroll in a History Honors Course must meet 2 of the following requirements:

- Grade of B or Higher in a prior corresponding History course
- A Student must receive a score of 80% or higher on a pretest for the history course.
- Complete a pre-writing sample for the honors course and achieve a score of 3 or higher using the Pre-AP writing rubric.
- Special considerations for a student’s placement will be allowed with a majority consensus of the Coordinator of Gifted Services, Teacher of the Honors course, Principal, and Superintendent

Students are expected to earn a grade of “C” or higher. If a student is not meeting the minimum expectation within the first four weeks of the grading period, a conference will take place to include the teacher, parent, student, school counselor, and/or principal to develop a plan for success. If the student, teacher, and parent recognize that the level of difficulty is such that the student is not successful, a level change should occur immediately. Should the student remain in the honors course at the end of the grading period if the student is still not performing at the minimum grade requirement, the student will be withdrawn from the honors course and placed in the regular course.

| Pre-AP Writing Rubric                                         |                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Score                                                         | Writing                                                                                                                                                                                                                                                                                                                                     |
| <b>4 Advanced</b><br>The response demonstrates or includes:   | <ul style="list-style-type: none"> <li>● Cohesion and the highly effective use and command of language</li> <li>● A logical structure, with an insightful claim, effective order, and clear transitions</li> <li>● A strong command of the conventions of standard written English, with almost no errors.</li> </ul>                       |
| <b>3 Proficient</b><br>The response demonstrates or includes: | <ul style="list-style-type: none"> <li>● Cohesion and an adequate use and command of language</li> <li>● A logical structure, with a plausible claim, effective order, and transitions</li> <li>● An adequate command of the conventions of standard written English, with only slight errors that do not interfere with meaning</li> </ul> |
| <b>2 Partial</b><br>The response demonstrates or includes:    | <ul style="list-style-type: none"> <li>● Little to no cohesion or command of language</li> <li>● An inadequate structure, with an unclear claim and a lack of adequate transitions</li> <li>● Several errors in the conventions of standard written English that interferes with meaning</li> </ul>                                         |
| <b>1 Inadequate</b>                                           | <ul style="list-style-type: none"> <li>● A complete lack of cohesion or command of language</li> </ul>                                                                                                                                                                                                                                      |

|                                        |                                                                                                                                                                                                                                                 |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The response demonstrates or includes: | <ul style="list-style-type: none"> <li>● A mission or inadequate structure, with no identifiable claim and few if any transitions</li> <li>● Many errors in the conventions of standard written English that interferes with meaning</li> </ul> |
| Score                                  | Comments:                                                                                                                                                                                                                                       |

Rubric Take directly from the Pre-AP English Course Guide pgs. 40-41

### **HIGH SCHOOL CREDIT RECOVERY**

Students who fail one or more courses must work with his/her school counselor to create a credit recovery plan. Courses taken through credit recovery programs will be given a Pass/Fail grade and will not count in the student's GPA or toward Honor Roll. A passing grade for credit recovery will count into the student's cumulative credits earned.

### **HIGH SCHOOL CLASS LOAD**

Every student must carry at least six (6) units of credit. For 9<sup>th</sup> & 10<sup>th</sup> graders with one study hall, this equates to 5.75 because of health/pe. Pupils may carry additional units of credit only after conferring with their assigned guidance counselor.

### **DUAL ENROLLMENT/COLLEGE CREDIT PLUS**

Any student desiring to attend college prior to graduation and wanting a high school diploma from their home school must meet a prescribed requirement. Students must meet with the Guidance Counselor for more information.

### **HIGH SCHOOL EARLY PLACEMENT/INTERNSHIP/WORK STUDY**

During their senior year, students at Swiss Hills Career Center will have the opportunity for "Early Placement" within their vocational class.

Students in college preparatory classes might have the opportunity for an internship program in an area that would be considered a possible college major. In both programs, employers would have to agree to work with the school to keep records of employment and evaluation.

Decisions for these placements will be based on individual circumstances by the administration.

### **COLLEGE ENTRANCE REQUIREMENTS**

Students who desire reliable information concerning college entrance requirements should consult with their guidance counselor, advisor, principal, and college catalogs.

### **WORK PERMITS**

All students under eighteen (18) years of age who desire to obtain a job must first request a work permit. Work permits will be issued as per R.C. Chapter 4109. Applications may be obtained at the superintendent's office or principal's office.

### **High School Laude System**

**Students will be recognized for achievement based on the new board-adopted Laude System.**

#### **The philosophy behind the Laude System**

- \* To raise every student to his/her highest potential in the student's area of interest
- \* To recognize and encourage students to take the appropriate courses that would better prepare the student for the future
- \* To reward students for taking more rigorous courses and courses that matriculate to a specific career

#### **Process for determining the level of distinction**

- \* The student must have an unweighted 7-semester cumulative GPA of 3.2 and includes all students in the graduating class at both the home school and the career center.
- \* Students must earn a minimum of 5 honor points for predetermined courses. Students must successfully complete the course to earn honors points.
- \* A recognition of Summa Cum Laude, Magna Cum Laude, or Cum Laude will be given based on the student's score – see chart for points
- \* Three graduation speakers will be chosen, The Class President, and two students selected from the pool of Summa Cum Laude who are interested in and agree to speaking at the graduation ceremony. Those names will be placed on a ballot and the high school faculty will vote by secret ballot.
- \* Final Laude Scores are based on 7<sup>th</sup> semester Cumulative GPA and 8th-semester honor points. If after the 8th-semester final calculation, a student's 8th-semester cumulative GPA qualifies them for a Laude distinction, the student will receive a certificate after graduation and their Laude Distinction will be noted on their final transcript.
- \* Honor point courses: All Honor courses, All AP courses, All CCP courses, Physics, Pre-Calculus, Calculus, Anatomy, Chemistry II, Foreign Language – 4<sup>th</sup> level, all Career Technical Courses that articulate to college credit.
- \* PLTW courses in which the student earned an Accomplished or higher score on the Biomedical Science EOC, thus making them eligible for college credit.
- \* Laude points for AP courses:
  - Students who take and complete an AP course in school or online, but do not take the corresponding National AP Exam for that course will receive 1.0 Laude point.
  - Students who take and complete an AP course in school or online and take the corresponding National AP Exam for that course will receive 1.25 Laude points.
  - Students who take the National AP Exam and receive a score of 3 or higher will receive a 1.50 Laude point.

#### **To calculate your Laude Score**

1. Students must have a 3.2 unweighted and cumulative GPA or higher at the end of 7 semesters and at least 5 honor points. GPA will not be rounded up.

2. Any student with a GPA lower than 3.2 or less will not have honors points calculated towards a Laude score.
3. You must have successfully passed and completed a class to receive the designated honor points.
4. Add the number of honor points you have earned.
5. Multiply your total number of honor points by your unweighted cumulative GPA rounded to the nearest hundredths.

#### **Calculating Your Laude Score Example:**

|                                  |               |
|----------------------------------|---------------|
| Total honor points               | <b>8</b>      |
| 7 semester unweighted GPA        | <b>X 3.83</b> |
| X (rounded to the hundredth)     |               |
| <b>Total Laude Score = 30.64</b> |               |

**Summa Cum Laude** Distinction, with highest honor/distinction - 50 Laude Score or more

**Magna Cum Laude** Distinction, with great honors/distinction - 30 – 49.99 Laude Score

**Cum Laude**, with honor/distinction 19 – 29.99 Laude Score

### **EXEMPTIONS/WAIVERS FOR OHIO STATE TEST**

#### **Exemptions**

Federal and state laws require all districts and schools to test all students in specific grades and courses. There is no law that allows a parent or student to opt out of state testing, and there is no state test opt-out procedure or form. If a parent withdraws a child from participation in certain state tests, there may be consequences for the student, the student's teacher, and the school and district.

#### **OHIO'S STUDENTS WITH DISABILITIES ALSO PARTICIPATE IN STATE TESTS**

The individualized education program (IEP) team is responsible for determining how a student with a disability will participate in the state assessments. The student's IEP team decides whether a student needs accessibility features, including accommodations, on district and statewide tests. For students with significant cognitive disabilities, the IEP team may determine that Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities is the appropriate test.

The determination that an individual learning disorder student is exempted can be made using the following procedures:

1. Parents will be involved in the decision to exempt individual students with learning disorders from proficiency testing and/or achievement ability tests.
2. Parents' involvement can be accomplished in a number of ways including the following:
  - A. Parent conference
  - B. IEP meetings
  - C. Written communications to parents requesting their agreement/disagreement with the decision to be exempt.

3. Documentation of the decision to exempt or not exempt a student with a learning disorder will be kept on file. In most cases, it is recommended that a student attempt an exam at least once before being permitted to waive it.

## **DIPLOMA WITH HONORS**

### **Honors Diploma Requirements**

High school students can gain state recognition for exceeding Ohio’s graduation requirements through an honors diploma. To meet honors diploma requirements, students challenge themselves by taking and succeeding at high-level coursework and in real-world experiences.

Ohio students have the opportunity to choose to pursue one of six honors diplomas:

1. [Academic Honors Diploma](#)
2. [International Baccalaureate Honors Diploma](#)
3. [Career Tech Honors Diploma](#)
4. [STEM Honors Diploma](#)
5. [Arts Honors Diploma\\*](#)
6. [Social Science and Civic Engagement Honors Diploma](#)

### **What is new for students in the class of 2026 and beyond?**

For each honors diploma, the goal of the stakeholders was to better align the new honors diplomas to the new high school graduation requirements. As such, changes will be found to better align to key concepts of customization and ability for students to reflect their strengths.

- Equal number of requirements for each honors diploma
- Addition of state and local seals that align to specific honors diplomas
- Additional requirements listed for courses beyond standard graduation requirements
- Addition of “Student Strength Replacement” option for all honors diplomas
- Addition of “Experiential Learning” option for all honors diplomas

Students must meet **all but one** of the listed criteria to qualify for an Honors Diploma, and any one of the criteria may be the one that is not met. Each of these criteria go beyond the standard course requirements for a diploma, which can be found [here](#). Students may replace any of the **blue** options with a "Student Strength Demonstration."

| Requirements | Academic Honors Diploma                                                                                     | International Baccalaureate Honors Diploma                                                                  | Career Tech Honors Diploma                                                                        | STEM Honors Diploma                                                                                         | Arts Honors Diploma                                                                                         | Social Science & Civic Engagement Honors Diploma                                                            |
|--------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 1.           | 4th Math must be greater than Algebra 2                                                                     | 4th Math must be greater than Algebra 2                                                                     | 4th Math must be greater than Algebra 2                                                           | 4th Math must be greater than Algebra 2                                                                     | 4th Math must be greater than Algebra 2                                                                     | 4th Math must be greater than Algebra 2                                                                     |
| 2.           | 1 additional unit of Advanced Science <sup>2</sup>                                                          | 1 additional unit of Advanced Science <sup>2</sup>                                                          | Proficient pathway score on WebXams <sup>3</sup>                                                  | 1 additional unit of Advanced Science <sup>2</sup>                                                          | 4 units of fine arts                                                                                        | 2 additional units of Social Studies                                                                        |
| 3.           | 1 additional unit of Social Studies                                                                         | 1 additional unit of Social Studies                                                                         | 4 units of Career-Tech Courses                                                                    | 2 units of additional STEM Courses as electives                                                             | Electives - 2 Units of Fine Arts (may overlap with general 4 units)                                         | Meet the requirements to earn the Citizenship Seal                                                          |
| 4.           | 3 sequential units of one world language, or no less than 2 sequential units of two world languages studied | 3 sequential units of one world language, or no less than 2 sequential units of two world languages studied | 2 units of one world language                                                                     | 3 sequential units of one world language, or no less than 2 sequential units of two world languages studied | 3 sequential units of one world language, or no less than 2 sequential units of two world languages studied | 3 sequential units of one world language, or no less than 2 sequential units of two world languages studied |
| 5.           | 3.5 on a 4.0 scale                                                                                          | 3.5 on a 4.0 scale                                                                                          | 3.5 on a 4.0 scale                                                                                | 3.5 on a 4.0 scale                                                                                          | 3.5 on a 4.0 scale                                                                                          | 3.5 on a 4.0 scale                                                                                          |
| 6.           | 27 ACT/1280 SAT <sup>6</sup>                                                                                | 27 ACT/1280 SAT <sup>6</sup>                                                                                | 27 ACT/1280 SAT <sup>6</sup> /WorkKeys <sup>5</sup>                                               | 27 ACT/1280 SAT <sup>6</sup>                                                                                | 27 ACT/1280 SAT <sup>6</sup>                                                                                | 27 ACT/1280 SAT <sup>6</sup>                                                                                |
| 7.           | Earn 2 additional diploma seals, *not including the Honors Diploma Seal                                     | Meet requirements to earn the Seal of Biliteracy                                                            | Meet the requirements to earn the Industry-Recognized Credential Seal or Technology Seal          | Meet the requirements to earn the Industry-Recognized Credential Seal or Technology Seal                    | Meet the requirements to earn the Fine Arts Seal                                                            | Meet the requirements to earn the Community Service Seal                                                    |
| 8.           | Meet requirements of one of the Experiential Learning options <sup>4</sup>                                  | Meet requirements of one of the Experiential Learning options <sup>4</sup>                                  | Meet requirements of one of the Experiential Learning options <sup>4</sup>                        | Meet requirements of one of the Experiential Learning options <sup>4</sup>                                  | Meet requirements of one of the Experiential Learning options <sup>4</sup>                                  | Meet requirements of one of the Experiential Learning options <sup>4</sup>                                  |
| Substitution | Students may replace one of the blue options with a "Student Strength Demonstration" <sup>1</sup>           | Students may replace one of the blue options with a "Student Strength Demonstration" <sup>1</sup>           | Students may replace one of the blue options with a "Student Strength Demonstration" <sup>1</sup> | Students may replace one of the blue options with a "Student Strength Demonstration" <sup>1</sup>           | Students may replace one of the blue options with a "Student Strength Demonstration" <sup>1</sup>           | Students may replace one of the blue options with a "Student Strength Demonstration" <sup>1</sup>           |

Students may replace **one** of the options in "Blue" (options 4, 5, or 6) with a "Student Strength Demonstration"<sup>1</sup>

## NOTES:

Completion of any advanced standing program, which includes Advanced Placement, International Baccalaureate, College Credit Plus, and may include Credit Flexibility, can be counted toward the unit requirements of an Honors Diploma.

<sup>1</sup> Students can use the Student Strength Demonstration to replace one of **ACT/SAT, GPA or World Language** requirement for any Honors Diploma.

[College Credit Plus](#): Earn 12 college credits through the College Credit Plus program

[Advanced Placement](#): Complete three advanced placement (AP) courses with score of 3 or higher on the corresponding AP tests

[Career-Technical Assurance Guide \(CTAG\)](#): Earn 12 articulated college credits through CTAGs

[Apprenticeship/Pre-Apprenticeship](#): Complete an apprenticeship registered with the Ohio state apprenticeship council; complete a pre-apprenticeship program recognized by the Ohio state apprenticeship council; or submit evidence of acceptance into an apprenticeship if the program requires applicants to be 18 or older to enroll

[WorkKeys](#): Earn a score of 6 or higher on all three sections of the WorkKeys test (Note: Students seeking the Career-Tech Honors Diploma may only use this demonstration as a substitute for the World Language criteria. This demonstration may not be used as a substitute for the GPA and ACT or SAT Score criteria for purposes of the Career-Tech Honors Diploma.)

[Armed Services Vocational Aptitude Battery \(ASVAB\)](#): Earn a score of 50 or above on the ASVAB.

[Work-Based Learning](#): Complete 250 total hours or more of work-based learning.

<sup>2</sup> Advanced science courses contain rigorous content appropriate for grades 11 and 12. An advanced science course builds on the concepts and skills developed in the physical science and biology courses detailed in Ohio's Learning Standards for Science.

<sup>3</sup> Student must achieve a cumulative score of proficient or higher on the technical assessments aligned to their program. Technical assessments may include: WebXam test, industry recognized credentials in lieu of WebXam test, and College Credit Plus Career Technical Education course grades.

<sup>4</sup> Students can satisfy the experiential-learning requirement by completing or attaining one of the following options: [field experience and portfolio](#), OhioMeansJobs Readiness Seal, or work-based learning.

<sup>5</sup> Students using WorkKeys to satisfy this assessment requirement must earn a score of six or higher on all three sections of the WorkKeys assessment (Graphic Literacy, Workplace Documents, and Applied Mathematics). The WorkKeys option applies only to the Career Tech Honors Diploma.

<sup>6</sup> Students must have scores of 27 or higher on the ACT or 1280 or higher on the SAT or their equivalents on previous or future versions of the tests. The ACT writing and SAT essay sections are not included. Students can use a superscore on the ACT or SAT to meet the required scores.



## **CRITERIA FOR GRADUATION CEREMONY PARTICIPATION**

In order for a student to participate in the graduation ceremony:

1. The student must have met all the course requirements necessary for graduation.
2. The student must have no outstanding balances with the district. (lunch accounts, damages, fees etc)
3. Each student who completes a Career Technical program with a minimum of a “C” average and a 90% attendance rate will qualify for a Certificate of Completion. The Certificate of Completion and a Career Passport will be awarded to successful program completers.

### **STATE TESTING REQUIREMENTS**

State and federal testing laws require districts to administer end-of-course tests to all students at the completion of the associated course. The required end-of-course tests include algebra, geometry, English language arts II, biology, American government and American history. Additionally, districts and schools are required to administer the state-funded ACT or SAT to all juniors during the spring of their junior year.

## **USE OF ARTIFICIAL INTELLIGENCE (AI) TOOLS (Policy 7540.09)**

To maintain academic honesty and ensure fair learning opportunities for all students, the district has established specific guidelines regarding the use of Artificial Intelligence (AI) and Natural Language Processing (NLP) tools for schoolwork.

### **General Rule: AI Tools are Prohibited Without Permission**

Unless explicitly authorized by your teacher, the use of AI tools to complete school assignments, essays, projects, or homework is strictly prohibited. Relying on AI to generate your work undermines the critical learning and problem-solving skills necessary for your academic success.

### **When Can I Use AI?**

You may only use AI tools in a school setting if you have prior permission or consent from your teacher. If authorized, you must use these tools in an ethical, responsible manner and only for the specific purposes outlined by your instructor.

### **Academic Integrity & Consequences**

Submitting schoolwork that was generated or modified by an AI platform without permission is considered a form of plagiarism and cheating. This includes, but is not limited to:

- Presenting AI-generated text, code, art, or music as your own original work.
- Using AI tools to bypass doing your own research, language translation, or critical thinking when the expectation is to do your own work.

Important: All schoolwork submitted must be your own original work (or the original work of your assigned group). Unauthorized use of AI tools will result in disciplinary action in accordance with the Student Code of Conduct and academic integrity policies.

*If you are ever unsure whether an AI tool is allowed for a specific assignment, always ask your teacher before using it.*

## **HOMEWORK POLICY**

### **Philosophy:**

The Switzerland of Ohio Local School District recognizes that learning takes place both within and outside the school setting. Homework is an important part of the student's total educational program and is intended as a natural extension of his/her instructional day within the classroom. Homework provides an opportunity for students to develop personal study and work habits as well as increase their time management proficiency. The SOLSD Homework Policy has been created to provide a consistent, meaningful, and productive experience for students, teachers, and parents district-wide.

### **Purpose:**

The purposes of homework at SOLSD include:

1. A way to increase and enhance student learning.
2. A vehicle for students to learn time management, organization, and responsibility.
3. A structure for feedback and communication among students, parents, and teachers.
4. A way to provide a maximum number of meaningful educational activities.
5. An opportunity to provide extra individualized practice for each student's personal curriculum needs.

### **Types of Homework:**

The types of homework assigned to the students are left to the discretion of the individual teachers. However, homework assignments need to be within the student's ability and an extension of lessons already taught, or an enrichment or exploration opportunity, including:

1. Ongoing reading assignments defined by the teacher.
2. Long-range assignments, such as research reports, book reports, group projects, etc.
  - In these instances, a rubric should accompany the assignment for student guidance throughout the duration of the long-range project.

### **Assessment:**

Homework assignments are to reflect the same high standards of legibility, neatness, completeness, and content as is expected in the classroom environment. If homework is important enough to assign it is important enough to grade and record.

Homework is assessed (and/or graded) for one or more of the following reasons:

1. To inform the teacher as to individual, or collective, comprehension of subject matter and to guide subsequent instruction.
2. To inform the student and parent as to their comprehension and/or progress.
3. To promote student development of responsibility and a sense of accountability.
4. To contribute towards the course grade. The weighting of homework towards the final grade shall be identified in the individual teacher's set of homework procedures.
5. Assignments will be assessed and feedback given to students in a timely fashion.

### **Frequency and Duration:**

The following table shows the expected amount of homework to be assigned to each student based on their grade level for all subjects. Homework may be assigned on a daily basis, but the collective amount of homework provided by all of a student's teachers should not exceed the time limits in this table. Our district wants to balance homework with personal and family obligations for our students that today's society presents.



With this in mind, the amount of homework assigned on the weekend should be equal to the amount of homework assigned during a weeknight (e.g. If a 3rd-grade student is assigned 30 minutes of homework during the school week, his weekend homework shall not exceed 30 minutes).

| <b>Grade Level</b>                                    | <b>Approximate Time Frame</b> |
|-------------------------------------------------------|-------------------------------|
| Kindergarten through 2nd Grade                        | Up to 20 minutes              |
| 3 <sup>rd</sup> Grade through 6 <sup>th</sup> Grade   | Up to 30 minutes              |
| 7 <sup>th</sup> Grade through 9 <sup>th</sup> Grade   | 30 to 45 minutes              |
| 10 <sup>th</sup> Grade through 12 <sup>th</sup> Grade | 60 to 75 minutes              |

Principal Responsibilities:

1. Review/approve each teacher's homework procedures and methods for evaluating.
2. Ensure each teacher is following the district guidelines.
3. Work with individual teachers whose homework practices may not be consistent with district policy.
4. Ensure that teachers inform students and parents of their procedures in written form.
5. Develop a building procedure for dealing with students who consistently don't complete assignments.  
Students should not receive a double punishment (e.g. an "F" on the assignment and detention).

Teacher Responsibilities:

1. Will annually develop a written homework procedure for his/her class and disperse it to the students and parents in writing.
2. Coordinate homework assignments with those of other teachers.
3. Adjust assignments for special needs students, if appropriate, in collaboration with the intervention specialists.
4. Make long-range assignments, when possible, to help students develop good time management.
5. A reasonable effort will be made to assign a minimal amount of homework prior to holidays or major evening school-wide events that the majority of the student body will be expected to attend.
6. Inform students of tests and quizzes at least two days in advance, to allow sufficient study time. Provide some form of study guide or outline of what the test or quiz will cover.
7. Evaluate all assignments and provide constructive feedback in a timely fashion.
8. Ensure the necessary resources and time are available to complete assignments.
9. When designing or choosing homework assignments, teachers should consider the following points:
  - Students should possess the skills and resources necessary to do the work.
  - Written directions are clear and concise.
  - Worksheets are legible.
  - The majority of homework assignments should be focused on lessons already taught in the classroom.
10. Communicate in multiple ways with parents when students are not completing work expectations.
12. Keep Progress Book up to date.

#### Student Responsibilities:

1. Complete and return assignments on time.
2. Do their own work and do it to the best of their ability (it is understood that parents will be active participants in completing homework at the elementary level).
3. Makeup homework assignments missed due to an absence.
4. Ask teachers for help, before it is due, if an assignment is not understood.
5. Share each teacher's written homework procedures with their parents.

#### Parent Responsibilities:

1. Set up a quiet place in which to work and remove distractions (i.e. turn off the TV, no phone calls, etc.).
2. Set a regular uninterrupted time for homework. A time that works best for the individual child and the family.
3. Provide expectations and stress the importance of completing homework.
4. Contact the teacher, in a timely fashion, if questions or problems arise.
5. Be an active participant in the child's education, by reviewing completed work and ensuring it is returned to school.

### **CLASSROOM/BUILDING MOVIES**

In the interest of utilizing class time to better improve student performance, classroom movies that are shown should reflect Ohio Learning Standards and the current curriculum.

When movies are rated anything above General Audiences the teachers should get the building principal's prior approval for showing the movie and then send a notice, in advance, to all parents with students in the classroom with the opportunity for parents/students to "opt-out" of the showing.

The district understands that there may be certain times (no more than two times per year) that movies may be used as an incentive for students in conjunction with Building Improvement Plans. Such incentives should also be rated General Audiences or follow the above procedures.

Parent complaints on this issue should be first directed to building principals. The Superintendent may develop additional guidelines as needed.

### **ACTIVITY TRIPS**

Members of teams, bands, and other groups need the association that goes with being part of a group. These representatives of the school are under the jurisdiction of the school, and therefore, the school feels a responsibility for them.

**Students are to use the transportation provided by the school, both, going to and from an event.**

The only exception to this shall be if the parents/guardians are present and wish to take their son or daughter with them due to transportation difficulties. If an emergency arises whereby the above regulations need to be

revised, the Principal at his/her discretion may make the exception. In the absence of the Principal, the teacher/coach in charge will make the decision. Such requests shall be submitted in writing.

The building principals have the discretion to remove or deny students from field trips based on attendance, behavior issues, or poor academic success.

### **SALES**

No student or adult shall sell or offer for sale within the schools, on school buses, or on the property of the Board of Education while school is in session, any articles or services to employees, pupils, or patrons except for those activities authorized by the building principal.

### **LOCKERS**

All students are responsible for keeping lockers clean and maintenance-free. Those students who have locker violations will be held responsible for the full extent of the damage. Damage to locks and lockers assigned to a pupil shall be paid by the pupil when damage is discovered. The school will not be responsible for missing items and insists that lockers be locked and properly maintained.

Students' lockers are the property of the district, and since random searches have a positive impact on reducing drugs and other criminal activity, it is the policy of the Board to permit the building administrator to search any lockers and its contents as the administrator believes necessary. With respect to locker searches involving trained dogs, a search is proper if the dog has indicated the presence of drugs without obtaining a warrant and even if school officials had no reason to believe that there were drugs in a particular locker prior to the search. A school official will carry out the locker search.

### **SECRET ORGANIZATIONS**

There shall be no secret organizations within the school, nor shall there be any organizations whose aims, purposes, or activities are in conflict with civic laws, or which shall operate in any fashion that is detrimental to the safety or welfare of the students.

### **DISSEMINATED MATERIALS**

Any non-curricular material distributed to students and/or parents must first be approved by the principal.

### **INTERIM REPORTS**

Interim reports will not be sent home as formal reports given that parents/guardians may view their children's progress through Progress Book at any time. <https://pa.omeresa.net/> Parents/guardians can request a printed report be sent home at any time if the parent/guardian does not have internet access to Progress Book by calling the school office.

## **PARENT-TEACHER CONFERENCES**

Communication between parents/guardians and the teacher is a critical element in a student's successful completion of his/her school program.

Parent-teacher conference days are planned annually. Check with your school or the district calendar.

Parents/guardians are encouraged NOT to limit their conference with teachers to these pre-scheduled dates. **It is recommended that parents/guardians initiate and maintain communications with their child's teachers throughout the year.** If you find communication difficult, please contact your child's principal, and then if necessary, contact Central Office for assistance.

## **TRANSFER POLICY**

In case of a student transfer during the school year, the principal (grades K-8) and School Counselor (grades 9-12) will be responsible for obtaining pertinent information from the previous school or for providing such information to the school of transfer if the child is leaving the Switzerland of Ohio Local School District. This procedure assists the pupil's adjustment to the new school setting and provides for the continuity of learning.

Each school will transmit the pupil's records upon the request of the principal of the receiving school.

1. A complete student transfer form and duplicate records stating: academic progress, placement status, school adjustment, and information pertaining to health and immunization are forwarded to the receiving school.
2. This data is forwarded directly to the school official's office: records of this nature are not released to parents/guardians.
3. When a pupil leaves a school, his/her currently posted report card and completed student transfer form are given to parents/guardians. The report card is withheld if fees and other obligations are not met.

Schools within the district shall accept professional records from any approved school to assist in the initial placement of the pupil. If necessary, the district will review the student's placement and make adjustments, as necessary, to provide the best educational setting. Students requesting a transfer within the district must petition the Superintendent. If granted, such a transfer may not take place until the end of the semester.

## **STUDENT DISCIPLINE CODE**

Teachers are responsible for maintaining proper discipline at all times. Disciplinary actions should be taken by a teacher in a swift and just manner. The procedures followed in ensuring such action should be in compliance with district policy. Extreme or unusual cases not covered by the existing discipline code should be referred to the principal for final disposition. The principal of each school is ultimately responsible for establishing and maintaining the building atmosphere which is conducive to the successful and secure education of all students. Because of the individual differences which exist in the various district buildings, certain rules and regulations

may apply to a given building that does not apply to the district as a whole or appear in the district discipline code.

The procedures, regulations, and methods of punishment listed below represent an acceptable minimum standard both to the Board of Education and the State Department of Education. It is in no way intended to limit the individual building administrator from establishing a building code that is more demanding or appropriate to the respective school building. The procedures outlined below must; however, be followed in order to protect the individual rights of our students and provide for the appropriate due process requirements mandated by law.

The students of the Switzerland of Ohio Local School District can expect clear, definite, and fundamentally fair rules or procedures in discipline cases. Such procedures are necessary to guarantee the student will not be deprived of his/her fundamental right to an education without just cause.

When students are subject to major disciplinary action such as suspension, expulsion, emergency removal, or any other action which may negatively affect their reputations, records, or future opportunities in society, students and their parents/guardians are entitled to the following procedures guaranteeing their right to due process as provided in the Constitution of the United States and by the policies of the Switzerland of Ohio School District.

### **SUSPENSION OF PUPILS**

1. Pupils may be suspended from school by the principal or superintendent for a period not to exceed ten school days. The principal or superintendent will give the pupil written notice of the intent to suspend.
2. Prior to suspension, the pupil will have the opportunity to appear at an informal hearing before the district administrator/acting administrator, or designee, to challenge the reasons for the intended suspension or otherwise explain his/her actions.
3. If suspension is warranted, the administrator will within twenty-four (24) hours of the suspension, notify in writing, the parents/guardians or custodians of the student's suspension. Copies of the letter sent to parents notifying them of the suspension will be forwarded to the Superintendent.
4. A pupil may be removed from a curricular or extracurricular activity, for a period of less than twenty-four (24) hours. If a student is not subject to suspension, due process requirements do not apply.
5. Appeal of Suspension:
  - A student, his/her parents, guardians, or custodians may appeal a suspension to the Board of Education or its designee.
  - A verbal record of the appeal hearing will be made. The record will be made by a tape recorder, other mechanical device, or by a stenographer..
  - The student remains suspended for the duration of the suspension or until action is taken on the appeal.

## **EXPULSION OF PUPILS**

Pupils may be expelled by the superintendent of the school district. A student may be expelled by the superintendent for a maximum period of one year. The superintendent will give written notice to the pupil and his/her parents, guardians, or custodians of the intent to expel.

The superintendent will give the pupil, his/her parents/guardians, or representative the opportunity to appeal before the superintendent or his designee, to challenge the expulsion or explain the pupil's action.

The pupil or his/her parents, guardians, custodians, or representative may request an extension of time and the Superintendent will notify the pupil, parents, guardians, custodians, or representative of the new time and place.

If expulsion is warranted, the superintendent or his/her designee will within twenty-four (24) hours of the expulsion, notify in writing, the parents, guardians, custodians, or representative.

### **Appeal of Expulsion:**

- A. A student, his/her parents, guardian, or custodian, may appeal an expulsion to the Board of Education or its designee.
- B. A verbatim record of the hearing of the appeals will be made. The record will be made by a tape recorder, other mechanical devices, or by a stenographer.
- C. The student remains expelled for the duration of the expulsion or until action is taken on the appeal.

## **EMERGENCY REMOVAL**

If a student's presence poses a continuing danger to persons and/or property and/or an ongoing threat of disrupting the academic process either within the classroom or elsewhere on the school premises, the following actions may be taken:

- 1. The superintendent or building administrator may remove the student from curricular and/or extra-curricular activities and/or from school premises.
- 2. A teacher may remove the pupil from the curricular and/or extra-curricular activities, and/or from school, under his/her supervision but not from the school premises altogether.
- 3. If a teacher makes an emergency removal, the reasons for the removal must be submitted to the principal, as soon as possible.
- 4. If the superintendent or principal reinstates a student removed by a teacher, prior to the hearing following the removal, reasons in writing must be given to the teacher upon request.
- 5. A hearing will be held within seventy-two (72) hours after the initial removal is ordered. Written notice will be given to the pupil and parent/guardian as soon as possible prior to the hearing. The hearing will

be held in accordance with the suspension or expulsion procedure. The person who ordered, caused, or requested the removal must be present at the hearing.

In order to provide for an effective discipline code, it is imperative that the students and staff alike be apprised of the forms of misconduct, which are punishable by the disciplinary actions outlined above. These disciplinary procedures are severe in nature and should not be utilized unless covered by the following contingencies:

1. The behavior in question is defined in the discipline code.
2. The behavior is such that it poses a continuing danger to persons or property and/or constitutes an ongoing threat of disrupting the academic process.

If the behavior is not covered specifically in this document, the above procedures may be used if the individual student has been notified that his/her continued participation in the behavior in question would lead to one of the above forms of disciplinary action.

### **GENERAL GUIDELINES FOR MANAGING STUDENT BEHAVIOR**

1. District personnel are expected to employ sound preventative measures and avoid provoking negative behaviors. They may call upon other school personnel to help in discharging their responsibilities. District personnel may refer students to the building Principal, who is responsible for determining the necessity for, and the nature of, further disciplinary action.
2. Rules and regulations pertaining to the management of student behavior are necessary for the development and maintenance of an orderly and safe school environment. Consequently, certain behaviors are recognized as inappropriate and unacceptable. Such behaviors and consequences must be communicated to students and their parents or guardians.
3. When dealing with student misconduct, the administrator or district personnel must be fair, consistent and just. He/she may employ a variety of student management techniques.

A major intent of the Code of Student Conduct is the establishment of a student code for acceptable behavior. Violations of the code are viewed as misconduct, which are subject to disciplinary action.

### **CORPORAL PUNISHMENT AND PHYSICAL RESTRAINT**

The use of corporal punishment (paddling) as a means of discipline is prohibited in the Switzerland of Ohio Local School District. This policy shall not prohibit the use of force or restraint in accordance with division (G) of Section 3319.41:

Persons employed or engaged as teachers, principals, or administrators in a school, whether public or private, and non-certificated school employees and school bus drivers may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense, or for the protection of persons and property.



## **DRESS CODE**

The following are considered the minimum dress requirements:

### A. Modesty and appropriateness of dress **Violations (Examples)**

- Pants not worn at waist
- Bare chest or midriff
- Caps, hats, all headgear
- Depictions of violence
- Obscene or vulgar depictions/references
- See through clothing
- Holey clothing
- Depictions of death
- Depictions of Satanism/cults
- Gang or gang related dress
- Cut-off t-shirts, cut-off shorts, halter tops
- Spandex shorts or pants
- Underwear which is visible
- Shorts or skirts may be worn if they are no shorter than the end of the extended fingertips
- Depictions of activities or products on school/personal property which promote or suggest a violation of the Student Handbook, the Student Code of Conduct, or the Mission Statement (including but not limited to depictions of, references to, or advertisements regarding the use or consumption of tobacco, alcoholic products or inflammatory language or suggestions, and the illegal use of drugs/controlled substances).

### B. Jewelry worn must not distract from the educational process.

**Violations (Examples** - Chains, Facial/Tongue jewelry, Collars

### C. Hair styles must be neat, clean, and meet safety standards.

### D. Overcoats or out-of-door garments must be kept in lockers and not carried to classes or labs.

Note: Does not include sweatshirts or hooded sweatshirts.

Uniforms, safety clothing, and safety paraphernalia may be required by instructors and administrators.

**Other dresses deemed inappropriate by the Administration will be considered a violation of the dress code.**

## **DRESS CODE VIOLATIONS: CONSEQUENCES**

Students in violation of the dress code shall immediately conform to the dress code or be sent by the teacher to the principal. The student may have to remain in a designated location for the remainder of the day and/or the parent/guardian called to bring appropriate clothing. Students will not be sent home. Repeated violations will likely result in further disciplinary action.

## **CODE OF STUDENT CONDUCT FOR ALL STUDENTS**

The Code of Student conduct serves as a guide for behavior and should enable the establishment of a positive climate for learning. It provides a detailed plan for how students are expected to behave and suggests options to consider when established rules are broken. It should enhance student self-discipline and serve to prevent discipline problems. The Code of Student Conduct is a general guide for behavior problems, not a mechanism for creating rigid control.

Violation on the part of the student of any one or more of the following rules of conduct shall result in disciplinary action. A record of disciplinary action shall be maintained at the school of attendance. Action may include, but not limited to, verbal and/or written reprimand, detention, work detail, loss of co-extracurricular activity privileges, loss of academic credit, grade reduction, diversion program, in-school detention, out-of-school suspension, emergency removal, intervention referral, expulsion, permanent expulsion, program adjustment and/or referral to appropriate legal authorities.

## **K-8 Code of Conduct and Behavior Consequences**

***POSSESSION OF THESE RULES AND HAVING THESE RULES REVIEWED BY DISTRICT PERSONNEL CONSTITUTES A FIRST WARNING. NO FURTHER WARNINGS WILL BE GIVEN.***

1. Cheating – Students shall not engage in any academically dishonest behavior including, but not limited to, cheating on tests or plagiarizing reports.
2. Disruption of School – A student shall not, by use of violence, force, noise, coercion, threat, intimidation, fear, or passive resistance cause disruption or be an obstruction to the educational process.
3. Attendance – A student shall not fail to comply with school regulations regarding attendance. Students who are habitually truant will be referred to an absence intervention team. Please refer to the Ohio Department of Education for Chronic Absenteeism.  
<http://education.ohio.gov/Topics/Student-Supports/Chronic-Absenteeism>
4. Tobacco – The use, possession, or co-possession of tobacco or tobacco-like substances in any form by students, on or near school property, on school transportation, or on school-sponsored field trips is expressly forbidden. Students shall not use, possess, or co-possess tobacco in any form including, but not limited to, cigarettes, cigars, e-cigarettes, clove cigarettes, chewing tobacco, snuff, or any other tobacco-like product in any area under the control of the school district.
5. Profanity – A student shall not use profane, vulgar, or other improper language or gestures including, but not limited to racial, sexual, or ethnic slurs.
6. Assault/Fighting – A student shall not cause physical injury, harass or behave in such a way that could threaten to cause injury to other persons.
7. Alcohol and Drugs – A student shall not possess, use, transmit, or be under the influence of any illegal/harmful drug, alcoholic beverage, mood-altering chemical, or substance represented as a mood-altering drug or substance that causes physical or mental changes without a doctor's prescription. A student shall not possess or transmit drug paraphernalia and/or instruments. "Under the influence" is defined as manifesting before a school official signs of chemical misuse such as, but not limited to, staggering, reddened eyes, odor of chemicals, nervousness, restlessness, memory loss, abusive language, falling asleep in class or any other behavior not normal for the particular student, such that school officials are left to uncover further evidence of the chemical misuse. (Please see the Health and Medical policy on page 15)
8. Electronic Devices – Students are permitted to bring personal electronic devices. However, the use of these devices will be at the discretion of the building principal, teachers, and other school personnel. The unauthorized use or abuse of this privilege may result in the confiscation of the personal device by school personnel.
9. Public Displays of Affection – Public displays of affection between students are not permitted. Violation of this rule shall be considered grounds for possible suspension.

### K-8 Code of Conduct and Behavior Consequences (cont'd)

10. Physical Abuse of a Student – A student shall not intentionally do bodily harm to another student on or near school grounds during, before, or after school hours, or at any school activity, function, or event. Violation of this rule shall be considered grounds for suspension or court referral.
11. Horseplay/Unsafe Behavior – A student shall not behave in an unsafe manner or one in which either the potential for an accident may occur or someone may be injured.
12. Assault of School Employee – A student shall not intentionally cause or attempt to cause physical injury to any school employee. Nor shall a student intentionally behave in such a way that could place a school employee in a dangerous physical position. Students in violation of this rule will be subject to expulsion or court referral.
13. Damage or Destruction of School Property – A student shall not cause or attempt to cause damage to school property or steal materials belonging to the school district at any time or for any reason. Theft or damage of school property shall be a basis for suspension or expulsion. Restoration of the damage or loss will be required.
14. Damage or Destruction of Personal Property - A student shall not cause or attempt to cause damage to personal property or steal materials belonging to another individual at any time or for any reason. Payment for the restoration of the damage or loss will be required.
15. Harassment/Bullying – No student shall through intimidation or actual physical violence create a climate of hostility or intimidation, or the use of language, conduct, or symbols in such a manner as to be commonly understood to convey hatred, contempt, prejudice or to have the effect of insulting or stigmatizing the individual. This includes, but is not limited to, cyberbullying.
16. Weapons – A student shall not possess, handle or transport any object that can be considered a weapon. The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type, including air and gas-powered guns, (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.
17. Theft – A student shall not steal or attempt to steal private or school property or possess stolen property. Property will be returned and restitution will be required for the loss or damage.
18. Tardiness – Tardiness either in a class or school is discouraged. In cases of tardiness, the student will be required to present their teacher with a note from the office permitting him/her to enter the classroom.
19. Skipping Class – Students who do not report to their assigned classes or activities and have not cleared their absence with the office will be considered absent without excuse. Continued failure to report to assigned classes will be considered grounds for suspension or loss of classroom credit.
20. Skipping School – Students who do not report to their respective school and have not cleared their absence with the office will be considered absent without excuse. Continued failure to report to school will be considered grounds for suspension, expulsion, loss of grades or court referral.

### **K-8 Code of Conduct and Behavior Consequences (cont'd)**

21. **Leaving School Grounds** – Students are not permitted to leave school during the school day without a written note and/or phone call from their parents or guardians. (Written permission is preferred)
22. **False Alarms or Inducing Panic** – A student shall not initiate or participate in false fire or bomb alarms, or any other false threat that induces panic or threatens the safety of others.
23. **Arson** – A student shall not set or attempt to set any fires on school property. Violation of this rule will be considered grounds for expulsion or court referral.
24. **Forgery or Impersonation** – Students shall not forge parent, guardian, or teacher signatures on school forms, attendance notes, or any other document, nor impersonate parents or teachers for the purpose of deceiving school officials. Violation of this will be considered grounds for suspension or expulsion.
25. **Insubordination** – A student shall not refuse to comply with the reasonable request of a principal, teacher, coach, extracurricular activity advisor, staff member, or adult volunteer. In the case of co-curricular activities, insubordination shall also include failure to comply with the rules and requirements established by the coach or advisor for the particular activity.
26. **Gambling** – Students shall not knowingly engage in any form of gambling, nor shall they possess or transmit any type of gambling device. Violation of this rule will be considered grounds for suspension.
27. **Hazing** – Students are prohibited from any kind of hazing activities at all times. Hazing is defined as doing any act of coercing another, including the victim, to do any act of initiation causing mental or physical harm to any person.
28. **Disrespect** – Disrespect is defined as exhibiting a lack of respect or rude and discourteous behavior. Talking back to your principal or teacher is showing disrespect for his/her authority.
29. **Fatal Threat** – The act of threatening to induce serious harm or death to another person. Violation of this rule will be considered grounds for suspension, expulsion, or court referral.
30. **Off-Limit Areas** – Students may not occupy any rooms or areas designated as off-limits by school administrators, teachers, or other school personnel.
31. **Pornography** – Students are prohibited from possessing any pornographic material on or near school property. They are also prohibited from using school technology to possess or view any pornographic material. (Please see the full Computer Network/Internet Management policy on page 83)
32. **Repeated School Violations** – A student shall not repeatedly violate rules with less severe consequences as listed in the code of conduct. A student shall not repeatedly fail to comply with the direction of principals, teachers, substitute teachers, aides, or authorized school personnel during any period of time when he/she is properly under the authority of school personnel. Cases of repeated violations will be considered grounds for detention, suspension, expulsion, or court referral.

***The Board of Education and the Administrative Staff of the Switzerland of Ohio Local School District wants you to be aware that the preceding list of behaviors is not comprehensive. It does, however, set out basic minimum behaviors acceptable in the schools. As violations arise which have not been covered in this document, the Administrative Staff will revise the code by addition or deletion.***

## **CODE OF CONDUCT GRADES K-3 ADMINISTRATIVE GUIDELINES/CONSEQUENCES**

| <b>Student Behavior</b>                           | <b>1<sup>st</sup> Incident</b>                  | <b>2<sup>nd</sup> Incident</b>                      | <b>3<sup>rd</sup> Incident</b>         | <b>4<sup>th</sup> Incident</b>                        | <b>5<sup>th</sup> Incident</b>                                                         |
|---------------------------------------------------|-------------------------------------------------|-----------------------------------------------------|----------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------|
| Cheating                                          | Grade of Zero<br>Parent Notification            | Grade of Zero<br>Detention<br>Parent Conference     | Grade of Zero<br>1 Day Suspension      | Grade of Zero<br>3 Day Suspension                     | Grade of Zero<br>5 Day Suspension                                                      |
| Disrupting Class                                  | Detention<br>and/or<br>Parent Notification      | Detention<br>and/or<br>Parent Conference            | 1 Day Suspension                       | 3 Day Suspension                                      | 5 Day Suspension                                                                       |
| Attendance<br>(Excused/<br>Unexcused)             | See Board Policy                                | See Board Policy                                    | See Board Policy                       | See Board Policy                                      |                                                                                        |
| Profanity/Sexual<br>Ethnic/Racial<br>Slurs        | Detention<br><br>Parent Notification            | Detention<br><br>Parent Conference                  | 1 Day Suspension                       | 3 Day Suspension                                      | 5 Day Suspension                                                                       |
| Physical Abuse                                    | Parent Notification                             | 1 Day Suspension                                    | 3 Day Suspension                       | 5 Day Suspension                                      | 10 Day Suspension<br><br>Court Referral                                                |
| Fighting                                          | 3 Day Suspension                                | 5 Day Suspension                                    | 10 Day<br>Suspension                   | 10 Day Suspension<br>w/<br>Recommended<br>Expulsion → | <i>Student may also be<br/>given a court referral<br/>after 4<sup>th</sup> offense</i> |
| Damage to<br>School Property                      | Restitution<br><br>Parent Notification          | Restitution<br><br>Parent<br>Conference             | Restitution<br><br>1 Day<br>Suspension | Restitution<br><br>3 Day Suspension                   | Restitution<br>5 Day Suspension<br>Possible Court<br>Referral                          |
| Harassing/<br>Threatening<br>Behavior<br>Bullying | Detention<br><br>Parent Notification            | 1 Day Suspension                                    | 3 Day Suspension                       | 5 Day Suspension                                      | 10 Day Suspension<br>Possible Court<br>Referral                                        |
| Theft                                             | Restitution<br>Detention<br>Parent Notification | Restitution<br>2 Detentions<br>Parent<br>Conference | Restitution<br><br>1 Day Suspension    | Restitution<br><br>3 Day Suspension                   | Restitution<br>5 Day Suspension<br>Possible Court<br>Referral                          |
| Tardiness                                         | 1-4<br><br>Verbal Warning                       | 5-6<br>Written/Warning<br>Parent<br>Notification    | 7-10<br>Detention<br>Parent Conference | 11-15<br><br>1 day Suspension                         | 15 +<br><br>Court Referral                                                             |
| Leaving School<br>Grounds                         | Written Warning/<br>Parent<br>Notification      | Written Warning/<br>Parent<br>Conference            | 1 Day Suspension                       | 3 Day Suspension                                      | 5 Day Suspension                                                                       |
| False<br>Alarms/Inducing<br>Panic                 | 1 Day Suspension                                | 3 Day Suspension                                    | 5 Day Suspension                       | 10 Day Suspension<br>w/<br>Recommended<br>Expulsion → | <i>Student may also be<br/>given a court referral<br/>after 4<sup>th</sup> offense</i> |

|                                 |                                                                      |                                                                    |                                            |                                       |                                                               |
|---------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------|---------------------------------------|---------------------------------------------------------------|
| Insubordination                 | Detention and/or Parent Notification                                 | Detention and/or Parent Conference                                 | 1 Day Suspension                           | 3 Day Suspension                      | 5 Day Suspension                                              |
| Hazing                          | Parent Conference                                                    | 1 Day Suspension                                                   | 3 Day Suspension                           | 5 Day Suspension                      | 10 Day Suspension<br>Possible Court Referral                  |
| Unsafe Behavior (Horseplay)     | Parent Notification                                                  | Detention<br>Parent Conference                                     | 1 Day Suspension                           | 3 Day Suspension                      | 5 Day Suspension                                              |
| Disrespect                      | Detention<br>Written Apology                                         | 1 Day Suspension                                                   | 3 Day Suspension                           | 5 Day Suspension                      | 10 Day Suspension                                             |
| Unauthorized use of Electronics | Confiscation<br>Parent Notification<br>Parents may pick up device(s) | Confiscation<br>Parent Conference<br>Parents may pick up device(s) | Detention<br>Parents may pick up device(s) | 1 Day Suspension<br>Loss of privilege | 3 Day Suspension                                              |
| Dress Code                      | Verbal Warning                                                       | Parent Notification                                                | Parent Conference                          | Detention                             | 1 Day Suspension                                              |
| Forgery/<br>Impersonation       | Parent Notification                                                  | Parent Conference<br>Detention                                     | 1 Day Suspension                           | 3 Day Suspension                      | 5 Day Suspension                                              |
| Tobacco**                       | 1 Day Suspension                                                     | 3 Day Suspension                                                   | 5 Day Suspension                           | 10 Day Suspension                     | <b><i>Student may be referred to Court on any offense</i></b> |
| Drugs/Alcohol**                 | 10 Day Suspension w/<br>Recommended Expulsion                        | <b><i>Student may be referred to the Court System</i></b>          |                                            |                                       |                                                               |
| Arson                           | 10 Day Suspension w/<br>Recommended Expulsion                        | <b><i>Student may be referred to the Court System</i></b>          |                                            |                                       |                                                               |
| Weapons                         | 10 Day Suspension w/<br>Recommended Expulsion                        | <b><i>Student may be referred to the Court System</i></b>          |                                            |                                       |                                                               |
| Fatal Threat                    | 10 Day Suspension w/<br>Recommended Expulsion                        | <b><i>Student may be referred to the Court System</i></b>          |                                            |                                       |                                                               |
| Assault on Employee             | 10 Day Suspension w/<br>Recommended Expulsion                        | <b><i>Student may be referred to the Court System</i></b>          |                                            |                                       |                                                               |
| Other Misbehaviors              | As determined by the principal                                       | As determined by the principal                                     | As determined by the principal             | As determined by the principal        | As determined by the principal                                |



### **K-8 Code of Conduct and Behavior Consequences (cont'd)**

**\*\*Suspension may be reduced or eliminated if the parent takes the child for an evaluation by a licensed drug/alcohol counselor. The suspension will be voided if the licensed drug/alcohol counselor refers the child for therapy and the child completes the rehabilitation program. In addition, drugs/alcohol will be confiscated, students will have a meeting with school personnel about the dangers of drugs/alcohol, and may receive additional information to discourage the use of these products in the future.**

***NOTE: POOR BEHAVIOR MAY RESULT IN STUDENTS BEING EXCLUDED FROM PRIVILEGES SUCH AS TRIPS, REWARDS, ETC.***

***Parent Notification*** – Contacting the parent in writing (letter sent home, letter in planner, email, etc.)

***Parent Conference*** – Contacting the parent verbally (either in person or on the phone)

*Administration reserves the right to move to another incident level depending on the nature and/or severity of the behavior. The administration also has the right to send students to an alternate school placement in lieu of out-of-school suspension.*

***The Board of Education and the Administrative Staff of the Switzerland of Ohio Local School District wants you to be aware that the preceding list of behaviors is not comprehensive. It does, however, set out basic minimum behaviors acceptable in the schools. As violations arise, which have not been covered in this document, the Administrative Staff will revise the code by addition or deletion.***

### **CODE OF CONDUCT GRADES 4-8 ADMINISTRATIVE GUIDELINES/CONSEQUENCES**

| <b>Student Behavior</b>                    | <b>1<sup>st</sup> Incident</b>             | <b>2<sup>nd</sup> Incident</b>                  | <b>3<sup>rd</sup> Incident</b>    | <b>4<sup>th</sup> Incident</b>          | <b>5<sup>th</sup> Incident</b>    |
|--------------------------------------------|--------------------------------------------|-------------------------------------------------|-----------------------------------|-----------------------------------------|-----------------------------------|
| Cheating                                   | Grade of Zero<br>Parent Notification       | Grade of Zero<br>Detention<br>Parent Conference | Grade of Zero<br>1 Day Suspension | Grade of Zero<br>3 Day Suspension       | Grade of Zero<br>5 Day Suspension |
| Disrupting Class                           | Detention<br>and/or<br>Parent Notification | Detention<br>and/or<br>Parent Conference        | 1 Day Suspension                  | 3 Day Suspension                        | 5 Day Suspension                  |
| Attendance<br>(Excused/<br>Unexcused)      | See Board Policy                           | See Board Policy                                | See Board Policy                  | See Board Policy                        |                                   |
| Profanity/Sexual<br>Ethnic/Racial<br>Slurs | Detention<br><br>Parent Notification       | Detention<br><br>Parent Conference              | 1 Day Suspension                  | 3 Day Suspension                        | 5 Day Suspension                  |
| Physical Abuse                             | 3 Day Suspension                           | 5 Day Suspension                                | 10 Day<br>Suspension              | 10 Day Suspension<br><br>Court Referral |                                   |

|                                                   |                                                              |                                               |                                                    |                                                                       |                                                                                |
|---------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Fighting                                          | 3 Day Suspension                                             | 5 Day Suspension                              | 10 Day Suspension                                  | 10 Day Suspension w/<br>Recommended<br>Expulsion →                    | <i>Student may also be given a court referral after 4<sup>th</sup> offense</i> |
| Damage to School Property                         | Restitution<br>Parent Notification                           | Restitution<br>1 Day Suspension               | Restitution<br>3 Day Suspension                    | Restitution<br>5 Day Suspension                                       | Restitution<br>10 Day Suspension<br>Possible Court Referral                    |
| Harassing/<br>Threatening<br>Behavior<br>Bullying | Detention<br>Parent Notification                             | 1 Day Suspension                              | 3 Day Suspension                                   | 5 Day Suspension                                                      | 10 Day Suspension<br>Possible Court Referral                                   |
| Theft                                             | Restitution<br>1 Day Suspension                              | Restitution<br>3 Day Suspension               | Restitution<br>5 Day Suspension                    | Restitution<br>10 Day Suspension<br>Possible Court Referral           |                                                                                |
| Sexual Harassment                                 | 1 Day Suspension                                             | 3 Day Suspension with possible court referral | 5 Day Suspension with possible court referral      | 10 Day Suspension with recommended expulsion; possible court referral |                                                                                |
| Sexual Assault                                    | 10 Day Suspension with recommended expulsion; court referral |                                               |                                                    |                                                                       |                                                                                |
| Tardiness                                         | 1-4<br>Parent Notification                                   | 5-6<br>Parent Conference<br>Detention         | 7-10<br>1 Day Suspension                           | 11-15<br>3 day Suspension                                             | 15 +<br>Court Referral                                                         |
| Leaving School Grounds                            | Grade of Zero in all Subjects<br>Parent Notification         | 1 Day Suspension                              | 3 Day Suspension                                   | 5 Day Suspension                                                      | 10 Day Suspension<br>Court Referral                                            |
| Skippping Class                                   | Grade of Zero in all Subjects<br>Parent Notification         | 1 Day Suspension                              | 3 Day Suspension                                   | 5 Day Suspension                                                      | 10 Day Suspension<br>Court Referral                                            |
| Skippping School                                  | Grade of Zero in all Subjects<br>Parent Notification         | 1 Day Suspension                              | 3 Day Suspension                                   | 5 Day Suspension                                                      | 10 Day Suspension<br>Court Referral                                            |
| False Alarms/Inducing Panic                       | 3 Day Suspension                                             | 5 Day Suspension                              | 10 Day Suspension w/<br>Recommended<br>Expulsion → | <i>Student may also be given a court referral after 3rd offense</i>   |                                                                                |
| Insubordination                                   | Detention and/or<br>Parent Notification                      | Detention and/or<br>Parent Conference         | 1 Day Suspension                                   | 3 Day Suspension                                                      | 5 Day Suspension                                                               |
| Hazing                                            | Parent Conference                                            | 1 Day Suspension                              | 3 Day Suspension                                   | 5 Day Suspension                                                      | 10 Day Suspension<br>Possible Court Referral                                   |

|                                    |                                                                                         |                                                            |                                                                           |                                                                |                                                   |
|------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------|
| Unsafe Behavior<br>(Horseplay)     | Detention<br>Parent<br>Notification                                                     | Detention<br>Parent<br>Conference                          | 1 Day Suspension                                                          | 3 Day Suspension                                               | 5 Day Suspension                                  |
| Disrespect                         | Detention<br><br>Written Apology                                                        | 1 Day Suspension                                           | 3 Day Suspension                                                          | 5 Day Suspension                                               | 10 Day Suspension                                 |
| Unauthorized use<br>of Electronics | Confiscation<br>Detention<br>Parent<br>Notification<br>Parents may pick<br>up device(s) | 1 Day Suspension<br><br>Parents may pick<br>up device(s)   | 3 Day Suspension<br>Loss of Privilege<br>Parents may pick<br>up device(s) | 5 Day Suspension<br><br>Parent may pick up<br>device(s)        | Possible Court<br>referral for<br>Insubordination |
| Dress Code                         | Verbal Warning                                                                          | Parent<br>Notification<br>Detention                        | 1 Day Suspension                                                          | 3 Day Suspension                                               | 5 Day Suspension                                  |
| Forgery/<br>Impersonation          | Parent<br>Conference<br>Detention                                                       | 1 Day Suspension                                           | 3 Day Suspension                                                          | 5 Day Suspension                                               | 10 Day Suspension                                 |
| Tobacco                            | 3 Day Suspension                                                                        | 5 Day Suspension                                           | 10 Day<br>Suspension                                                      | <i>Student may be<br/>referred to Court on<br/>any offense</i> |                                                   |
| Drugs/Alcohol                      | 10 Day<br>Suspension w/<br>Recommended<br>Expulsion                                     | <i>Student may be<br/>referred to the<br/>Court System</i> |                                                                           |                                                                |                                                   |
| Arson                              | 10 Day<br>Suspension w/<br>Recommended<br>Expulsion                                     | <i>Student may be<br/>referred to the<br/>Court System</i> |                                                                           |                                                                |                                                   |
| Weapons                            | 10 Day<br>Suspension w/<br>Recommended<br>Expulsion                                     | <i>Student may be<br/>referred to the<br/>Court System</i> |                                                                           |                                                                |                                                   |
| Fatal Threat                       | 10 Day<br>Suspension w/<br>Recommended<br>Ex                                            | <i>Student may be<br/>referred to the<br/>Court System</i> |                                                                           |                                                                |                                                   |
| Assault on<br>Student/Employee     | 10 Day<br>Suspension w/<br>Recommended<br>Expulsion                                     | <i>Student may be<br/>referred to the<br/>Court System</i> |                                                                           |                                                                |                                                   |
| Other<br>Misbehaviors              | As determined by<br>the principal                                                       | As determined by<br>the principal                          | As determined by<br>the principal                                         | As determined by the<br>principal                              | As determined by<br>the principal                 |

**\*\*Suspension may be reduced or eliminated if the parent takes the child for an evaluation by a licensed drug/alcohol counselor. The suspension will be voided if the licensed drug/alcohol counselor refers the child for therapy and the child completes the rehabilitation program.**

***NOTE: POOR BEHAVIOR MAY RESULT IN STUDENTS BEING EXCLUDED FROM PRIVILEGES SUCH AS TRIPS, REWARDS, ETC.***

**Parent Notification** – Contacting the parent in writing (letter sent home, letter in planner, email, etc.)

**Parent Conference** – Contacting the parent verbally (either in person or on the phone)

*Administration reserves the right to move to another incident level depending on the nature and/or severity of the behavior. The administration also has the right to send students to an alternate school placement in lieu of out-of-school suspension.*

## **9-12 Student Code of Conduct and Consequence**

### **CODE OF STUDENT CONDUCT**

- A. The Code of Student Conduct serves as a guide for behavior and should enable the establishment of a positive climate for learning. It provides a detailed plan for how students are expected to behave and suggest options to consider when established rules are broken. It should enhance student self-discipline and serve to prevent discipline problems. The Code of Student Conduct is a general guide for behavior, not a mechanism for creating rigid control.
- B. Violation on the part of the student of any one or more of the following rules of conduct shall result in disciplinary action. A record of disciplinary action shall be maintained at the school of attendance. Action may include, but is not limited to, verbal and/or written reprimand, loss of parking permit, loss of operator's license or permit, detention, work detail, loss of extracurricular activity privileges, loss of academic credit, grade reduction, diversion program, in-school detention, out-of-school suspension, emergency removal, intervention referral, expulsion, permanent expulsion, and/or referral to appropriate legal authorities.
- C. The Code of Student Conduct governs student behavior at all times, on school property, while riding school transportation, in route to and from school during curricular and/or co-extracurricular activities in any location, **POSSESSION OF THESE RULES CONSTITUTES A FIRST WARNING.**

**\*\*Suspension may be reduced or eliminated if the parent takes the child for an evaluation by a licensed drug/alcohol counselor. The suspension will be voided if the licensed drug/alcohol counselor refers the child for therapy and the child completes the rehabilitation program. In addition, drugs/alcohol will be confiscated, students will have a meeting with school personnel about the dangers of drugs/alcohol, and may receive additional information to discourage the use of these products in the future.**

***The Board of Education and the Administrative Staff of the Switzerland of Ohio Local School District wants you to be aware that the preceding list of behaviors is not comprehensive. It does, however, set out basic minimum behaviors acceptable in the schools. As violations arise, which have not been covered in this document, the Administrative Staff will revise the code by addition or deletion.***

### **SANCTIONS**

The Board of Education of the Switzerland of Ohio Local School District has zero tolerance for student conduct that is violent, disruptive, and/or inappropriate. Violation by a student of any one of the proceeding rules of conduct will result in disciplinary action(s), which include any of the sanctions listed below.

- A. **Warning or Action By Staff Member**
- B. **Conform/Comply To**
- C. **Detention with Parental Notification**
- D. **Administrative Conference**
- E. **Driving Privileges Lost**
- F. **Restoration/Restitution**
- G. **In School Detention**
- H. **Suspension**
- I. **Expulsion**
- J. **Legal Authorities Notified/Arrest**

## **CODE OF CONDUCT INFRACTIONS**

### **LEVEL I**

1. Constant refusal to do class work/assignments
2. Dress Code violations
3. Driving violations
4. Disrupt, prevent, or interfere with the education process
5. Unauthorized use of electronic devices
6. Careless or reckless behavior
7. Public display of affection
8. Horseplay
9. Safety violation
10. Cafeteria rule violations

### **Sanction(s)**

(one or more of the following)

- A, C, D
- B, C, E
- A, B, E
- A, C, D, G
- A, C, D, G
- A, C, D, G
- A, C, D, G
- A, C, D, G
- A, C, D, G
- A, C, F, G

### **LEVEL II**

1. Persistent Level I infractions
2. Intimidation
3. Damage to school property
4. Damage to personal property
5. Violation of over-the-counter/prescription drug policy
6. Possession/use of tobacco, E-Cigarette, vape, or look-alike.\*\*
7. Gambling
8. Cheating/Plagiarizing
9. Violent or non-compliant behavior
10. Use of profanity, vulgar, obscene, inflammatory
11. Misrepresentation or falsification
12. Harassment/Bullying
13. Sexual harassment
14. Skipping class or out of assigned area
15. Fighting
16. Possession/distribution of obscene material
17. Sexual activity/lewd behavior
18. Stealing/possession of stolen property
19. Truancy
20. Disregard of directions/defiance/disrespect
21. Violation of the Computer/Internet Policy

- D, G, H
- D, G, H, I
- F, G, I
- F, G, I
- C, D, G
- G, H, I
- G, H, I
- E, G, H, I
- E, G, H, I
- G, H
- G, H, I
- G, H, I
- G, H, I
- G, H
- H
- G, H
- G, H, I
- F, H
- See Board Policy
- E, G, H
- D, G, F, H

### **LEVEL III**

- |                                                    |         |
|----------------------------------------------------|---------|
| 1. Persistent Level II violations                  | H, I, J |
| 2. Verbal/physical abuse of a staff member/student | H, I, J |
| 3. Hazing                                          | H, I, J |
| 4. Assault                                         | H, I, J |
| 5. Sexual assault                                  | H, I, J |
| 6. Violating weapons policy                        | H, I, J |
| 7. Arson                                           | H, I, J |
| 8. Extortion                                       | H, I, J |
| 9. False alarm/bomb threat                         | H, I, J |
| 10. Possession/use of controlled substance (drugs) | H, I, J |
| 11. Possession of drug paraphernalia               | H, I, J |
| 12. Fatal Threat                                   | H, I, J |

### **PASSIVE PARTICIPATION**

Students aware of serious conduct violations, which could threaten the health and safety of other students and staff members, can be held responsible for those violations if they fail to report.

### **STUDENTS WITH DISABILITIES**

A student's Individualized Education Plan (I.E.P.) and Behavioral Intervention Plan (B.I.P.) and manifestations of their disability shall be made as part of any disciplinary action involving a student with a disability.

### **VIOLATIONS NOT LISTED HEREIN**

The administration reserves the right to establish rules and procedures in areas where precedent has not been set.

### **DEFINITIONS & EXPLANATIONS**

#### **Level I**

- #5 Electronic equipment - including but not limited to radios, pagers, cellular phones, laser pointers, iPods, cameras, etc.

#### **Level II**

- #2 Intimidation - to frighten or influence by threats  
#12 Harassment - to worry and impede or annoy persistently  
#13 Sexual Harassment - unwanted sexual advances, or unwanted visual, verbal, or physical conduct of a sexual nature  
#15 Fighting - the aggressor in a fight may receive a more severe punishment  
#20 Disregard of directions/defiance/disrespect - A student shall not fail to comply with reasonable directions or commands of teachers, student teachers, substitute teachers, teacher aides, supervisors, principals, school bus drivers, or other authorized school personnel.

### **Level III**

- #3 Hazing - any act or coercing another, including the victim, to perform any act of initiation in any class, team, organization that causes or creates a substantial risk of causing mental or physical harm Policy 5516
- #4 Assault - cause or attempt to cause physical harm
- #6 Weapons - A student shall not possess, handle or transport or sell any object that can be considered a weapon.  
The term “weapon” means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include but are not limited to, firearms, guns of any type, including air and gas-powered guns, (whether loaded or unloaded), knives, razors, ice picks, explosives, machetes, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition and explosives, lighters, matches or any look-alikes. Refer to Policy 5772
- #7 Arson - burning of property
- #8 Extortion - the act of obtaining by force or improper pressure
- #10 Possession/use of a controlled substance (drugs) - A student shall not possess, sell, use, transmit, or show evidence of use of any of the following to include but not limited to: anabolic steroids, narcotic drugs, amphetamines, barbiturates hallucinogenic drugs, marijuana, alcoholic beverages, caffeine pills, caffeine capsules, caffeine powder, intoxicants of any kind or any look-alike of counterfeit drugs or substance purported to be any of the above
- #11 Drug Paraphernalia - any instrument, article, or item whose customary and primary purpose is for the administration or drug use

### **IN SCHOOL DETENTION**

In-School Detention is an alternative to Out of School Suspension. Students will receive individualized instruction and attention in an alternative setting to facilitate learning and will receive credit for completed coursework.

Students in I.S.S./Detention may also be required to perform tasks that are not detrimental to their well-being. Such tasks may include but are not limited to, cleaning the cafeteria, litter control, and landscaping projects. Attendance: during this time is mandatory.

### **ADMINISTRATIVE PROCEDURES TO IMPLEMENT BOARD POLICY REGARDING LOSS OF EXTRACURRICULAR PRIVILEGES**

The loss of all extracurricular activity privileges automatically accompanies any suspension or expulsion. In addition, the loss of extracurricular activity privileges may be imposed as a separate disciplinary measure whether or not the pupil is being suspended or expelled. A pupil may be temporarily removed from an extracurricular activity by the building administrator, teacher, coach, or activity advisor responsible for supervision of the affected activity. They may also temporarily remove all extracurricular activity privileges from a pupil.

Any loss of extracurricular activity privileges in excess of 24 hours, except those accompanying a suspension or expulsion, shall be accomplished in accordance with the following procedures:

1. Before the loss of extracurricular activity privileges is finalized for specified periods, the pupil shall be advised by the building administrator, teacher, coach or activity advisor of the specific offense(s) for which he/she is being disciplined. Upon request, the pupil shall also be given an opportunity to explain his/her actions to the building administrator, teacher, coach, or activity advisor. The opportunity to explain does not include the right to call witnesses, although the building administrator, teacher, coach, or advisor may hear the testimony of witnesses if he/she so desires.
2. All removals from extracurricular activities by a building administrator, teacher, coach, or activity advisor shall be reported to the building principal no later than the next school day following such removal.
3. The decision of the building administrator, teacher, coach or activity advisor may be appealed to the pupil's building principal. When the building principal initiates the removal from extracurricular activities, his/her decision in the foregoing procedure may be appealed to the superintendent or designee for review as specified in the procedure.
4. As soon as possible, but at a time which is convenient for the superintendent or designee, the student shall be given the opportunity to explain his/her actions. The pupil does not have the right to call witnesses on his/her behalf, but the superintendent may at his/her discretion allow the testimony of witnesses. The superintendent may affirm, modify or reverse the decision of the building administrator, teacher, coach or activity advisor. **The decision of the superintendent shall be final.**
5. The pupil shall be removed from the affected extracurricular activity/activities pending the above procedures. The building administrator, teacher, coach, activity advisor, or superintendent shall not unreasonably delay any decision on the loss of extracurricular activity privileges.

The foregoing procedure is intended to promote fairness in the denial of extracurricular activity privileges. It should not be constructed as creating any right to participate in extracurricular activities and does not apply to the denial of participation in the first instance (such as the failure to "make" an athletic team).

The foregoing procedure does not apply in cases where the loss of extracurricular activity privileges is a consequence of the pupil being suspended or expelled.

## **BUS TRANSPORTATION**

***The same regulations regarding the care of property in the classroom or on the school grounds apply to those who ride the bus.*** Bus pupils are not permitted to go home any other way than on the bus and must not ride any bus other than their route unless special permission is obtained from the principal. The following regulations are in effect for transported students:

1. The bus driver shall be in full charge of the bus at all times and shall be responsible for orders.
2. The driver of the bus or the principal may assign each pupil a seat.



3. All pupils shall be ready in the morning at the scheduled time for the bus to arrive at each established stop. The bus cannot wait for those who are tardy.
4. Pupils riding the bus will observe the following rules:
  - a. Load and unload from the bus at its designated stop in an orderly manner.
  - b. Ride only the regularly assigned bus and unload at the regular time.
  - c. Eating and littering are not permitted on a bus.
  - d. There must be absolute quiet at railroad crossings and other places of danger as specified by the driver.
  - e. Noise on the bus should be kept to a minimum. ***The same behavior is expected on a school bus as in a classroom.*** Pupils may talk quietly if the driver permits.
  - f. Pupils must not change seats while the bus is in motion.
  - g. Pupils must stay seated while the bus is in motion.
  - h. Pupils must not throw anything while on the bus.
  - i. Pupils must not hang any object or parts of their body outside the bus window.
  - j. Any child who insists on misbehaving shall be denied the privilege of riding the bus by the proper authority.
  - k. Cross the highway/road at least ten feet in front of the bus and upon the signal of the driver.
  - l. Pupils are not permitted to transport animals on the school bus.
  - m. Pupils should go promptly to the bus when dismissed from school. When discharged from the bus, they should go directly to their home.
  - n. The use of tobacco, in any form, is prohibited while on a bus or while changing buses.
  - o. Pupils must sit in their assigned seats.
  - p. Possession or use of explosive devices, smoke bombs, or harmful weapons by pupils is prohibited.
  - q. Sales and solicitations on school buses are prohibited.
5. A pupil persistently violating these rules shall receive a warning at a conference with the bus driver and principal (parents/guardians will be notified). The superintendent may forbid a disobedient student the privilege of riding the bus. **The school authorities shall notify the parents/guardians in writing of this action and an explanation of the reason. Until such time as the school authorities have received assurance from the parents/guardians of future good conduct on the part of the pupil and the bus driver has been so advised, the driver shall not permit the pupil to board the bus.**
6. Any complaints of drivers, pupils, or parents/guardians not specified in the above rules, shall be reported promptly to the building principal. Complaints shall be in writing.
7. In cases where the above procedures are not effective in eliminating undesirable behavior, the student or students may be subject to suspension or expulsion from the bus or school.

*The Board of Education and administrative staff of the Switzerland of Ohio Local School District is aware that the above list of behaviors are not comprehensive. It does however set out basic minimum behaviors acceptable in the schools. As violations arise which have not been covered in this document, the administrative staff will revise the code with the addition or deletion of items.*

### **HOW DO I GET HELP FOR MY CHILD?**

## **WHAT IS MTSS (Multi-Tiered System of Supports) also known as RTI - (Response to Intervention)**

The 2004 update of the Individuals with Disabilities Education Improvement Act (IDEA) includes the development of a problem-solving process called Multi-Tiered System of Supports (MTSS). MTSS uses a well-rounded approach to determining the strengths and challenges of students at risk. It also encourages early intervention and collaboration with special education before referral takes place.

### **The MTSS/Referral Process**

Parents/guardians and teachers meet to discuss and identify student Academic/Non-Academic difficulties. Teachers provide in-class support and suggest ways that families can help at home. If sufficient progress is not made in the classroom, the teacher and/or parent can refer the student to the MTSS team.

The classroom teacher reports progress to the MTSS team and parents. If sufficient progress is not made the student is referred to Tier II. Teachers work with the student, family, and specialists to gather more information, determine potential barriers to learning and develop a plan for academic success.

The plan is implemented and progress is monitored closely. Adjustments to the plan may be made and progress reassessed. If sufficient progress is not made more intensive interventions may be necessary, and/or a special education referral will be made.

### **PEST CONTROL**

Because pesticides pose risks, our schools use an alternative approach to merely applying pesticides. The control of insects, rodents, and weeds at our schools, focuses on making the building and grounds unfavorable places for pests to live and breed. Through maintenance and cleaning, we will reduce or eliminate available food and water resources and hiding places. We will also routinely monitor the school area to detect pest problems and prevent pests from becoming established. Some techniques we will use include pest monitoring, sanitation, pest exclusion, proper food storage, pest removal, and as a last resort, pesticides. This holistic approach is often called Integrated Pest Management (IPM).

### **PESTICIDE USE**

Sometimes pesticide use may be necessary to control a pest problem. When that happens, the school will use the lowest-risk products available. If higher-risk pesticides must be used, notices will be posted at application sites.

### **YOUR RIGHT TO KNOW - Pesticides**

The school will provide notification to all persons who wish to receive 48-hour notification of specific pesticide applications. For pesticides applied anytime during the year, notices will be posted in the school or school grounds at the entrance to the treatment area. Notification need not be given for pesticide applications recognized by law to pose little or no risk of exposure to children or staff.

Each school maintains records of prior pesticide applications and information about the pesticides used for one year after application. These records are available through the school's IPM Coordinator upon written request.

For the actual language of the pesticide in school regulations, please refer to the Ohio Administrative Code: OAC 901:5-11-15 on the Ohio Department of Agriculture (ODA) website at [www.agri.ohio.gov](http://www.agri.ohio.gov). Also refer to Board Policy 7420, Integrated Pest Management (Use of Pesticides).

## **PARENTS RIGHT TO KNOW**

**Parental Access to Information** – Student Privacy, Parental Access to Informational and Administration of Physical Examinations of Minors, Title IX (Protection of Pupil Rights Amendment – PPRA) The LEA must develop and adopt policies ensuring that no student shall be required to reveal information about: Political affiliations; mental or psychological problems, sex behaviors; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of others; legally recognized privileged relationships; religious behavior or income (except when required by law).

**Teacher Qualifications/Student Assessment** – LEA must notify parents that they may request the teacher’s qualifications: licensing for grade level and subject; emergency or provisional status; B.A. major or graduate degrees; and whether the child is provided services by para-professionals. The school must provide parents with: information on the child’s achievement on statewide assessments and notification that the child is being taught for four consecutive weeks by a teacher who is not “highly qualified”.

**Limited English Proficient (LEP)** – LEA must notify parents of LEP students participating in Title I funded LEP programs (Title III); notify parents if their child fails to progress; notify parents if the LEP program fails – allowing parents to remove a child from LEP program and implementing an effective means of outreach to parents of LEP students to inform them how they can be involved. LAU Resources Center for English as a Second Language (ESL), Bilingual and Multicultural Education at the Ohio Department of Education (614) 466-2650.

**School/District Improvement** – The LEA must explain identification; how the school compares; reasons for identification; how they will address the problem; involve parents in planning a solution; give parents options to transfer the child (CHOICE – for all students enrolled) or Supplemental Education (SERVICES – for low income students only); and inform parents.

- PSC – Public School Choice to transfer students to a school “NOT” in the School Improvement status.
- SES – Supplemental Education Service for low-income, low-achieving students based on priority.
- Five year SI Plan for improvement is available.

**Parent Involvement** – Policy for District and Building developed by parents and approved yearly, adopted by Board every five years. Each school must convene an annual meeting; explain the requirements & rights of parents to be involved; offer flexible schedules of meeting; involve parents in an organized, ongoing and timely way to plan, review and improve programs; provide parents of participating children timely information; description/explanation of the curriculum, standards and assessments; provide training, at-home activities and material; provide preschool collaboration for smooth transitions; communicate with parents in a language they understand; identify and address barriers to parent involvement and opportunities for decision making in the child’s education.

**Receipt of Information** – Information shall be provided in an understandable and uniform format, and to the extent practicable, in a language that the parent can understand.

## **ATTACHMENT A**

### **A SAMPLE GRIEVANCE PROCEDURE FOR TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 AND SECTION 504 OF THE REHABILITATION ACT OF 1973**

#### **I. Filing of Grievances**

- A. Eligibility for Filing: Any student or employee, or any individual group or group acting on behalf of a student or employee (male or female) may file any grievance of sex discrimination or sexual harassment with the Title IX coordinator. Any student or employee, or any individual or group acting on behalf of a handicapped student or handicapped employee may file any grievance of discrimination on the basis of a physical or mental handicap with the Section 504 coordinator.
- B. Pre-grievance Contract: Prior to the submission of a written grievance to a hearing officer, the grievant(s) may request pre-grievance contact with the respondent alleged to be directly responsible for the violation, and/or with the persons having immediate supervisory authority related to the grievance. These persons may make reasonable efforts to meet with the Title IX or Section 504 coordinator to discuss the grievance that the student(s) or employee(s) wishes to bring to their attention. Such a pre-grievance contact, however, shall be at the option of the grievant(s); it shall not be a precondition for the submission of a written grievance to a hearing officer.
- C. Grievance Filing: Grievances filed with the Title IX or the Section 504 coordinator shall be in writing on a form provided by the coordinator, and shall provide the following information: name and address of grievant(s); nature of alleged violation; name of the person responsible for the alleged violation (where known); requested relief or corrective action (specification of desired relief shall be at the option of the grievant), and any background information the grievant believes to be relevant (e.g. names or groups of other persons affected by the violation, etc.)
- D. Grievance Forms: A grievance form (see next page) shall be prepared by the grievant and the Title IX or the Section 504 coordinator who will facilitate the filing of the grievance. These forms may be obtained from the Title IX coordinator or from the Section 504 coordinator. The grievant shall have the right to request assistance from the Title IX or Section 504 coordinator or any other individual, group, or organization to assist in the preparation of the form or in the filing of the grievance.
- E. Time Limit for Grievance Filing: A grievance must be filed within 60 days of the occurrence of the alleged Title IX violation or the alleged Section 504 violation.

Switzerland of Ohio Local School District  
**TITLE IX OR SECTION 504 GRIEVANCE FORM**

Today's Date: \_\_\_\_\_

Complainant's Name(s): \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Circle One:    Student            Employee            Parent on behalf of student    Other on behalf of student/employee

Circle One:    Title IX Grievance                      Section 504 Grievance

Specifics of Complaint (described below, including any dates of alleged discrimination).  
Attach an extra page if necessary.

If you wish, please describe any corrective action plan you would like to see taken with regard to the possible civil rights violations. Attach an extra page if necessary.

Would you like a pre-grievance contact with an identified respondent before a decision of a hearing officer is made? Circle One:            **Yes**    or    **No**

\_\_\_\_\_  
Signature of Complainant

Name of Grievant: \_\_\_\_\_

Name of Title IX/Section 504 Coordinator: \_\_\_\_\_

-----  
This section is for the use of the Title IX or Section 504 coordinator. Check below the course of action to be taken prior to submitting a copy of the grievance form and a copy of this form to the identified respondent or the respective hearing office.



- B. **Title IX:** Title IX of the Education Amendments of 1972, the 1975 implementing regulation, and any memoranda, directive, guidelines or subsequent legislation that may be issued or enacted.
- C. **Section 504:** Section 504 of the Rehabilitation Act of 1973, and any memoranda, directive, guidelines or subsequent legislation that may be issued or enacted.
- D. **Grievant:** A student or employee of SOLSD who submits a grievance relevant to Title IX or to Section 504, or an individual or group submitting a grievance on behalf of a student(s) or employee(s).
- E. **(Name of Institution/Agency):** Any reference to any school, department, subunit or program operated by SOLSD.
- F. **Title IX Coordinator:** The employee(s) designated to coordinate SOLSD's efforts to comply with and carry out its responsibilities under the Title IX regulation.
- G. **Section 504 Coordinator:** The employee(s) designated to coordinate SOLSD's efforts to comply with and carry out its responsibilities under the Section 504 regulation.
- H. **Respondent:** A person alleged to be responsible or who may be responsible for the Section 504 or Title IX violation alleged in a grievance. The term may be used to designate persons with direct responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the grievance.
- I. **Hearing Officer:** The representative(s) of SOLSD or of its governing body who is delegated authority for hearing/resolving a grievance at a specified level or grievance processing.
- J. **Grievance Answer:** The written statement of the respondent regarding the grievance allegation and possible corrective action.
- K. **Grievance Decision:** The written statement of a hearing officer of his/her findings regarding the validity of the alleged grievance and the corrective action to be taken.
- L. **Day:** A working day. The calculation of days specified in this grievance procedure exclude Saturdays, Sundays and holidays. Any time limits set by this procedure may be extended, however, by mutual consent of the grievant(s) and the respondent(s).
- M. **Corrective Action:** The action which is taken by SOLSD to eliminate or modify any policy, procedure or practice found to be in violation of Title IX or Section 504 or to provide redress to any grievant injured by the identified violation.

### III. Initial Processing of Grievances

- A. **Notification of Respondents:** Within five days of the filing of a grievance, the Title IX or Section 504 coordinator shall submit a copy of the completed grievance form to the respondent(s), if requested by the grievant. The respondent(s) shall provide a written grievance answer and return the

grievance form to the Title IX or Section 504 coordinator within five days after receipt of the grievance.

- B. Respondent's Grievance Answer: The respondent(s) receiving a copy of a grievance form shall, within five days, submit a written grievance answer to the grievant via the Title IX or Section 504 coordinator. Such answer shall confirm or deny each fact alleged in the grievance, indicate the extent to which the grievance has merit or indicate acceptance or rejection of any desired redress specified by the grievant, or outline an alternative proposal for redress.
- C. Referral of Grievance and Grievance Answer to Appropriate Processing Level: Within five days after receipt of the respondent's written grievance answer, the Title IX or Section 504 coordinator shall determine the appropriate level for the first grievance processing and submit a copy of the grievance form and the respondent's grievance answer to the appropriate hearing officer. If no grievance answer has been received from the respondent(s) by the fifth day after notification, the Title IX or Section 504 coordinator shall, on the sixth day, immediately submit a copy of the grievance form to the appropriate hearing officer along with a notice of non-response from the respondent.

The criteria shall be used by the Title IX or Section 504 coordinator in determining the appropriate level for first processing or a grievance include;

Level I: Grievance involving policy, procedure or practice of single unit or subunit of agency/institution.

Level II: Grievance involving administrative policy, procedure or practice of the entire agency/institution.

Level III: Grievance involving policy for which a governing board is primarily responsible.

The hearing officer selected by the Title IX or Section 504 coordinator at each level shall be:

Level I: Examples are: principal, pupil personnel officer, chair of a department, dean of a school or supervisor of non-instructional staff.

Level II: Examples are: superintendent, president or executive director of an institution or service area.

Level III: Governing board of SOLSD or representative of the governing board.

If the grievance is referred directly to Level II or Level III for first processing, the Title IX or Section 504 coordinator shall briefly write the reason(s) for this decision on the form.

#### **IV. Grievance Processing Levels**

##### **A. Level I**



1. Written grievance decision by Level I hearing officer: When a grievance and, if possible, a grievance answer or non-response are referred to Level I for first processing, the Level I hearing officer shall, within five days of referral, submit a written grievance decision to the grievant, and if applicable, the respondent, via the Title IX or Section 504 coordinator. The decision: 1) confirm or deny each fact alleged in the grievance and in the respondent's answer; 2) indicate the extent to which the grievance has merit; and 3) indicate acceptance or rejection of any redress specified by the grievant or respondent.
2. Acceptance or rejection of hearing decision by the grievant: If the grievant rejects the Level I hearing decision, she/he shall, within ten days of the receipt of the hearing decision, notify the Title IX or Section 504 coordinator of his/her intent to appeal the grievance to Level II. This notification shall be in writing. If no such notification is received by the Title IX or Section 504 coordinator within this time period, any corrective action specified in the Level I hearing decision shall be taken and the grievance will be recorded as closed.
3. No written decision by Level I hearing officer: In the event that no written decision is issued by the Level I hearing officer within five days of referral, the Title IX or Section 504 coordinator shall, on the sixth day, immediately arrange a date for a Level II hearing and submit the grievance along with a notice of non-response from the Level I hearing officer to the Level II hearing officer.

## B. Level II

1. Scheduling of a Level II hearing; notification of participants: Within five days of the grievant's request to appeal the grievance to Level II, the Title IX or Section 504 coordinator shall arrange a date for a Level II hearing. The coordinator shall notify the grievant, the respondent if applicable, and the Level II hearing officer of the time, place and minimum duration of the hearing. The hearing shall be held within five days after appeal/referral of the grievance to Level II. If any written materials or records relevant to the grievance are transmitted to the Level II hearing officer by the Title IX or Section 504 coordinator at the time of notification, copies of these materials shall also be transmitted to the grievant and, if applicable, the respondent.
2. Persons present at the Level II hearing: Persons at the information hearing shall include the grievant, the respondent, any representative(s) of either the grievant or the respondent, any individual requested by either party to provide information relevant to the evaluation of the grievance, and the Level II hearing officer. The Title IX or Section 504 coordinator shall be present to act as moderator and recorder. Hearings shall not be open to other persons unless requested or approved by the grievant.
3. Procedures governing the conduct of the Level II hearing:
  - a) **Duration:** No hearing shall be less than three hours long, unless all parties consent to a shorter hearing. The time established for the duration of the hearing shall be allocated in equal parts to the grievant and the respondent. The Title IX or Section 504 coordinator shall moderate the usage of time.

- b) **Grievance witnesses:** Both the grievant and the respondent shall have the right to present such witnesses as they deem necessary to develop facts pertinent to the grievance.
  - c) **Questioning of witness:** Formal rules of evidence shall not be applied to the Level II grievance hearing. The grievant and respondent shall have the right to use their allocated time to ask questions of any person participating in the hearing.
- 4. **Level II hearing decision:** Within five days after the Level II hearing, the Level II hearing officer shall issue a written decision which includes a statement regarding the validity of the grievance allegation and a specification of any corrective action to be taken. This decision shall specify the reasons on which the decision is based. Copies of the decision shall be sent to the grievant and the respondent via the Title IX or Section 504 coordinator.
- 5. **Acceptance or rejection of hearing decision by the grievant:** If the grievant rejects the Level II hearing decision, she/he shall, within ten days of the receipt of the hearing decision, notify the Title IX or Section 504 coordinator of her/his intent to appeal the grievance to Level III. This notification shall be in writing. If no such notification is received within this time period, any corrective action specified in the Level II hearing decision shall be taken, and the grievance shall be recorded as closed.
- 6. **No written decision by Level II hearing officer:** In the event that no written decision is issued by the Level II hearing officer within five days after the Level II hearing, the Title IX or Section 504 coordinator shall, on the sixth day, immediately submit a copy of the grievance form for processing at Level III, along with a formal notification for a Level III hearing, to the governing board of SOLSD or its designated representative(s). The grievance form shall also include a notice of non-response from the Level II hearing officer.

### C. Level III

- 1. **Grievance hearing conducted by the governing board or the board's designated representative(s).** Processing activities shall occur on the following schedule:
  - a) **Scheduling of the hearing:** Within five days of the grievant's request to appeal the grievance to Level III, the Title IX or Section 504 coordinator shall submit to the governing board or its designated representative(s) a copy of the grievance and a formal notification requesting a date for the Level III hearing. The coordinator shall notify the grievant, the respondent, and the Level III hearing officer of the time, place, and minimum duration of the hearing to occur within fifteen days after notifying the Level III hearing officer of the grievance. If any written materials or records relevant to the grievance are transmitted to the Level III hearing officer(s) by the Title IX or Section 504 coordinator prior to the hearing, copies of these materials shall also be transmitted to the grievant, and if applicable, the respondent.
  - b) **Conducting the hearing:** The hearing shall be scheduled for and conducted on a date not to exceed fifteen days after the appeal/referral of the grievance to Level III.

It should be conducted similarly to procedures governing the conduct of the Level II hearing.

2. Level III hearing decision: The governing board or the board's designated representative(s) of SOLSD shall issue a written decision that includes a statement regarding the validity of the alleged grievance and a specification of any corrective action to be taken. This decision shall constitute the final decision issued pursuant to any grievance.

All Level III hearing decisions shall be based on a majority vote by the governing board or its designated representative(s). Any board in disagreement with the majority or its designated representative(s) shall have the option to prepare a dissenting opinion for inclusion with the final decision.

A copy of the decision shall be sent to the grievant and the respondent, if applicable, via the Title IX of Section 504 coordinator. The superintendent or chief executive officer of the institution/agency shall also receive a copy of the decision.

3. Rejection of hearing decision by the grievant: If the grievant rejects the Level III hearing decision, she/he may notify a state or federal agency having civil rights enforcement power.

## **V. Grievance Provisions**

A. Grievant's Right to Information: A grievant(s) may request access to information and records of the agency/institution which relate to the validity of the grievance. If such requested information requires an unreasonable cost by the institution/agency, such request may be refused provided that the information is not submitted as evidence by the respondent(s) and that this refusal is considered during the grievance hearing. In order to protect the privacy of persons not directly involved in the grievance proceeding, the institution/agency shall reserve the right to expunge names and identify information not directly relevant to the substance of the grievance from any information or records supplied to the grievant.

B. Grievant's Right to Representation and Assistance:

1. Right to representation: The grievant(s) has the right to be represented by knowledgeable persons, organizations or groups of his/her selection at any point during the initiation, filing or processing of the grievance. The Title IX or Section 504 coordinator shall provide help in identifying such knowledgeable persons or groups.
2. Right to assistance: The institution/agency shall provide assistance to grievants, including access to copies of the Title IX and Section 504 regulation, related guidelines, memoranda and other relevant materials supplied to the institution by the federal government, as well as access to public grievance records. In addition, the Title IX or Section 504 coordinator shall provide consultation and assistance in the interpretation of such information and the use of this grievance procedure.

C. Training of Grievance Hearing Officers: All persons designated as Level I, II and III grievance hearing officers may request training regarding Title IX or Section 504 regulatory requirements and

non-discrimination precedents, and the basic principles and operation of this grievance procedure. This training shall be arranged by the Title IX or Section 504 coordinator. The Title IX or Section 504 coordinator may also provide continuing consultation to hearing officers regarding the civil rights requirements and the implementation of this procedure.

- D. Confidentiality of Grievance Handling: Grievant(s) shall also have the right to determine whether or not their grievance record shall be open or closed to the public. Should grievants decide that the grievance record shall be open to the public, they shall have the additional right to have any matter which directly or indirectly identifies the grievant removed from all grievance records or documents open to the public. No record of grievance shall be entered in the personal file of any student or employee.
- E. Maintenance of Grievance Records: Records shall be kept of each grievance. These shall include, at minimum: the name of the grievant and his/her position in SOLSD; the date of grievance filing; the specific allegation made in the grievance and any corrective action requested; the names of the respondents; the levels of processing and the resolution, date, and hearing officer(s) at each level; a summary of major points, facts and evidence presented by each party to the grievance; and a statement of the final resolution and the nature and date of any corrective action taken. Such records shall be maintained on a confidential basis unless otherwise specified by the grievant, and shall be filed for a minimum of three years.
- F. Prohibition of Harassment: No person shall be subjected to discharge, suspension, discipline, harassment or any form of discrimination for having used or having helped others use this grievance process.
- G. Role of the Title IX and Section 504 Coordinator(s): It is the primary responsibility of the Title IX and Section 504 coordinator(s) to ensure the effective installation, maintenance, processing, record keeping and notification required by this grievance procedure.
- H. Financial Responsibility for Grievance Process: All costs involved in the administration of this grievance procedure shall be assumed by the SOLSD.

## PARENT/GUARDIAN AGREEMENT FORMS

**All forms should be completed online through the parent/guardian's FinalForms account.**

**If you do not have internet access, please contact your school office for assistance.**

### Online Student Registration Directions

Go to <https://switzerlandofohiolocal-oh.finalforms.com>



### Parent registration

#### How do I sign up?

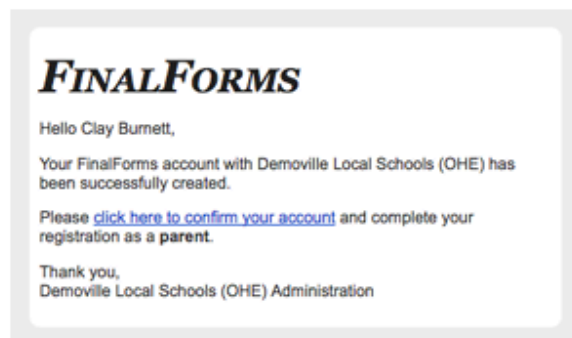
1. Go to: <https://switzerlandofohiolocal-oh.finalforms.com>
2. Locate the parent icon and click **NEW ACCOUNT** below.



3. Type your YOUR NAME, DATE OF BIRTH, and EMAIL. Next, click **REGISTER**.

*NOTE: You will receive an email within 2 minutes prompting you to confirm and complete your registration. If you do not receive an email, then check your spam folder. If you still can not locate the FinalForms email, then email [support@finalforms.com](mailto:support@finalforms.com) informing our team of the issue.*

4. Check your email for an **ACCOUNT CONFIRMATION EMAIL** from the FinalForms Mailman. Once received and opened, click **CONFIRM YOUR ACCOUNT** in the email text.



5. Create your new FinalForms password. Next, click **CONFIRM ACCOUNT**.
6. Click **REGISTER STUDENT** for your first child.

## Registering a student

### What documents will I need?

For new student registration, please be prepared to upload:

- Birth Certificate / Passport / Hospital Certificate of Birth
- Immunization Records
- Proof of Residency
  - o Current Utility Bill
  - o Signed Rental / Purchase Agreement with Name and Address
  - o Something from the Department of Job and Family Services
- Custody Papers (if applicable)
- Child's Social Security Card
- Parent's Photo Identification
- If your child has been identified as needing Special Education Services, please also provide his / her ETR and IEP

### What additional information will I need?

Once you've completed your initial registration and your documents have been reviewed, you'll be notified to complete your child's forms. This information includes:

- Basic medical history and health information
- Insurance company and policy number
- Doctor contact information
- Dentist contact information
- Medical specialist contact information
- Hospital preference and contact information

### How do I register my first student?

*IMPORTANT: If you followed the steps on the previous page, you may Jump to Step number 3.*

1. Go to: <https://switzerlandofohiolocal-oh.finalforms.com>
2. Click **LOGIN** under the Parent Icon.



3. Locate and click the **ADD STUDENT** button.
4. Type in the **LEGAL NAME** and other required information. Then, click **CREATE STUDENT**.
5. **If your student plans to participate in a sport, activity, or club**, then click the checkbox for each. Then, click **UPDATE** after making your selection. Selections may be changed until the registration deadline.

It is important that you review all information and update any information that is not correct and complete the following forms.

**All forms should be completed online through the parent/guardian's FinalForms account**

## **HANDBOOK - PARENT AND STUDENT ACKNOWLEDGMENT**

I have read, reviewed and understand the contents of the 2026-2027 Switzerland of Ohio Local Schools Student handbook available online at <http://www.solsd.org>. If you would like a paper copy of the handbook sent home, please contact your school office

My student has also reviewed the contents of the handbook and is aware of the policies and procedures for the 2026-2027 school year.

**See Authorization Form in FinalForms for signatures.**

# **COMPUTER NETWORK / INTERNET MANAGEMENT AND USE**

## **RULES FOR STUDENT USE**

### **ACCEPTABLE USE AND INTERNET SAFETY POLICY**

#### **Switzerland of Ohio Local District Schools**

**Please read this document carefully before signing. This is a legally binding agreement indicating the parties signing it have read the terms and conditions carefully and understand their significance. The details of this agreement reflect Board Policy.**

The Switzerland of Ohio Local School District Board of Education recognizes that an effective educational system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The Board also believes that students need to be proficient users of information, media, and technology to succeed in a digital world.

Therefore, the Switzerland of Ohio Local School District will use technology resources as a powerful and compelling means for students to learn core subjects and apply skills in relevant and rigorous ways. It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes just as individuals in workplaces and other real-life settings. The district's technology resources will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work, and to take ownership of their lives.

#### ***Filtering and Monitoring***

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision. The District will also have procedures or guidelines that provide for monitoring the online activities of users and the use of the chosen technology protection measure to protect against access through such computers to visual depictions that are obscene, pornographic, or harmful to minors, as those terms are defined in CIPA.

The procedures or guidelines will be designed to:

- Provide for monitoring the online activities of users to prevent, to the extent practicable, access by minors to inappropriate matter on the Internet and the World Wide Web;
- Promote the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- Prevent unauthorized access, including so-called "hacking," and other unauthorized activities by minors online;
- Prevent the unauthorized disclosure, use and dissemination of personal identification information regarding minors; and
- Restrict minors' access to materials "harmful to minors," as that term is defined in CIPA.



Pursuant to Federal law, students will receive education about appropriate online behavior, including: (a) access by minors to inappropriate matter on the Internet; (b) the safety and security of minors while interacting with other individuals on social networking websites, using email, chat rooms, other forms of direct electronic communications, and cyberbullying awareness and response; (c) unauthorized access (e.g., “hacking”) and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) measures restricting minors’ access to materials harmful to them.

Parents should be aware that:

- Filtering software is not 100% effective. While filters make it more difficult for objectionable material to be received or accessed; filters are not a solution in themselves. Every user must take personal responsibility for his or her use of the network and Internet and avoid objectionable sites.
- Users/parents/guardians are advised that use of any network may include the potential for accessing websites with inappropriate materials. It is the responsibility of all users to attempt to avoid these sites through prudent use of the Internet. If a student accidentally accesses one of these sites, they should immediately exit from that site and/or notify a staff member.
- Any attempts to defeat or bypass the district’s Internet filter or conceal Internet activity are prohibited, whether the attempt is made with district-owned equipment or a personal technological device. The attempts include the use of proxies, https, special ports, third party applications, modifications to district browser settings, and any other techniques designed to evade filtering or enable the publication of inappropriate content.
- Switzerland of Ohio Local School District is not responsible for students accessing information from personal mobile devices using network access outside of the Switzerland of Ohio Local School District network.

## **I. Personal Responsibility**

By signing this policy, you are agreeing not only to follow the rules in this policy but are agreeing to report any misuse of the network to a teacher or building principal. Misuse means any violation of this policy, Board of Education policy, or any other use that is not included in the policy, but has the effect of harming another person or his or her property.

## **II. Terms of Permitted Use**

A student who submits to the school, as directed, a properly signed policy and follows the policy to which she or he has agreed will have computer network and Internet access during the course of the school year only. Students will be asked to sign a new policy when they enter a new building before they are given an access account. (Ex. Elementary to Junior High or Junior High to High School)

By signing the Agreement, the student acknowledges and understands the following regarding the use of the computer/network:

1. Computer use is not private. System managers have access to all messages including illegal activities and activities not in the best interest of the district. Inappropriate and illegal activities may be reported to the authorities.

2. All electronic data that passes through a district-owned computer or a personally owned device, or over the district's network, is subject to monitoring and seizure and may be handed over to law enforcement officers.
3. All electronic data created for administrative or instructional purposes under the Board approved curriculum for a course or program is the property of the District.
4. The rules and regulations of online etiquette are subject to change by the Administration. The Student Code of Conduct rules are applicable in the online environment as well.
5. The user in whose name a computer account is issued is responsible for its proper use at all times. Users must log off the computer to conclude a session or lock the computer if stepping away. Users retain responsibility for the activity of anyone accessing the computer and/or network under their account. Users shall keep personal account information, home addresses, and telephone numbers private. They shall use this system only under the login and password information issued to them by the District. Users shall not grant others access to a computer and/or the network under their login and password.
6. Computer systems and the District network shall be used only for purposes related to education.
7. Violation of this Policy and Agreement may result in the cancellation of user privileges and possible discipline under the Student Code of Conduct.

### **III. Acceptable Use**

The Switzerland of Ohio Local School District is providing access to its computer network and the Internet for educational purposes *only*. If you have doubts about whether a contemplated activity is educational, you should ask your teacher or building principal if a specific use is appropriate.

### **IV. Unacceptable Use**

Among the uses that are considered unacceptable and which constitute a violation of this policy are the following:

1. Violating or encouraging others to violate the law or Board Policy.
2. Revealing private information about yourself or others. Private information includes, but is not limited to a person's password, social security number, credit card number, or other confidential information that has the potential to harm you or others or to violate the law if shared with other persons.
3. Uses that cause harm to others or that cause damage to their property.
4. Uses that constitute defamation (i.e. harming another's reputation by lies), or that harass, threaten, or bully others.
5. Using profanity, obscenity, or other language, which may be offensive to other users.
6. Uses that are for commercial transactions (i.e. buying or selling or making arrangements to buy or sell over the Internet).
7. Use that causes disruption to the use of the computer and/or network by others or that disrupts the educational process of the District.
8. Using the system to encourage the use of drugs, alcohol, or tobacco.

9. Viewing, downloading, or transmitting material that is threatening, pornographic, obscene, disruptive, or sexually explicit or that could be construed as harassment or disparagement of others based on their race, national origin, citizenship status, gender, sexual orientation, age, disability, religion or political beliefs.
10. Copying or placing copyrighted material or software on the system without the author's permission and/or in violation of the law.
11. Reading, deleting, copying, or modifying other users' emails or files without their permission or attempting to interfere with another user's ability to use technology resources.
12. Using another person's password or some other identifier that misleads recipients into believing someone other than you is communicating or accessing the network or Internet.
13. "Hacking," gaining, or attempting to gain unauthorized access to computers, servers, computer systems, internal networks, or external networks.
14. Use that causes excessive consumption of paper and other relevant supplies.
15. Downloading and/or installing freeware or shareware programs without the approval of the Technology Department. This includes the use of peer-to-peer file-sharing programs.
16. Uploading a worm, virus, or other harmful form of programming onto the network or Internet.
17. Plagiarizing copyrighted or non-copyrighted materials for personal gain, recognition, or as graded work.
18. Using social network sites such as Facebook, Twitter, and others and/or forum sites and/or blog sites for the purpose of posting slanderous or otherwise harmful information, whether true or untrue, about the character and/or actions of the district's students or staff on district or personal technology equipment.
19. Using instant messaging, text messaging, video messaging, and Internet telephone services without the consent of your teacher, supervisor, or director.
20. Uses that degrade or disrupt the operation of the Network or that waste limited computer, paper, or telephone resources or cause unnecessary traffic. For example, toner and paper in printers are a cost to the District and must not be wasted. Chain letters and similar multiple-forwarded messages are prohibited because, even for noncommercial or apparently "harmless" purposes, they use up limited Network capacity resources. The sending of messages to more persons than is necessary for educational purposes is a misuse of system resources and User time. Large group mailings, such as "all district" or "all building" are reserved for administrative use, subject to any exceptions which may be developed by the Administration or the System Administrator. Unless approval has been granted, you may not send emails to more than ten (10) recipients in a single message, subject to exceptions developed by the Administration or the System Administrator. The System Administrator may also develop specific limitations on the use of graphics, the size, number, and type of attachments, and the overall size of e-mail messages sent in the system. The use of multiple messages, non-system addresses, or other techniques to circumvent these limitations is strictly prohibited.

## **V. Privacy**

Network and Internet access is provided as a tool for your education. The School District reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials, regardless of storage location.

## **VI. Vandalism**

Vandalism will result in disciplinary action that may include cancellation of privileges, suspension/expulsion, and/or prosecution. Vandalism is defined as any malicious attempt to harm or destroy the data of another user or equipment or any network connected to any of the Internet backbones. This includes, but is not limited to, the uploading or creation of computer viruses or spyware, erasing, deleting, or otherwise making the school's programs or networks unusable, and includes theft or damaging or defacing of equipment. The District may hold users (or their legal guardian) personally and financially responsible for malicious or intentional damage done to network software, data, user accounts, hardware, and/or unauthorized costs incurred, and any costs incurred to return such services to their normal state.

## **VII. Warranties/Indemnification**

The Switzerland of Ohio Local School District makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this Policy and Agreement. It shall not be responsible for any claims, losses, damages, or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user or his or her parent(s) or guardian(s) arising out of the user's use of its computer networks or the Internet under this Policy and Agreement. The User takes full responsibility for his or her usage and agrees to indemnify and hold harmless the Switzerland of Ohio Local School District and its Board members, administrators, teachers, and staff from any and all loss, costs, claims, or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user and, if the user is a minor, the user's parent(s) or guardian(s) agree to cooperate with the Switzerland of Ohio Local School District in the event of the initiation of an investigation into a user's use or his or her access to its computer network and Internet, whether that use is on a District computer or on another's outside the Switzerland of Ohio Local School District's Network.

## **TERMS AND CONDITIONS OF INTERNET USAGE**

Internet access is available to students and teachers in the Switzerland of Ohio Local School District. The access is being offered as part of a collaborative effort between Switzerland of Ohio Local School District and the Ohio Mid-Eastern Regional Education Service Agency (OMERESA), Ohio Department of Education (ODE), the National Science Foundation (NSF), and the Ohio Education Computer Network (OECN). We are very pleased to bring this access to Switzerland of Ohio School District and believe the OMERESA connection offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence at the Switzerland of Ohio Local District by facilitating resource sharing, innovation, and communication.

The OMERESA communication network is an electronic network that will allow access to the internet. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and teachers have access to electronic mail, communications with people all over the world; information and news from NASA as well as the opportunity to correspond with the scientists at NASA and other research institutions; public domain and shareware software of all types; discussion groups on a plethora of topics ranging from Chinese culture to the environment to music to politics; access to many University Library Catalogs, the Library of Congress, CARL and ERIC.

With access to computers and people all over the world also comes the availability of materials that may not be considered to be of educational value in the context of the school setting. OMERESA, OECN, and Switzerland of Ohio Local School District have taken available precautions to restrict access to controversial materials. However, on a global network, it is impossible to control all materials and an industrious user may discover controversial information. We firmly believe that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure materials that are not consistent with the educational goals of the Switzerland of Ohio Local School District. Internet access is coordinated through a complex association of international government agencies and regional and state networks. In addition, the smooth operation of the network relies on the proper conduct of the end-users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical, and legal utilization of the network resources. If a user violates any of these provisions, his or her account with the Switzerland of Ohio Local School District and OMERESA will be terminated and future access could possibly be denied.

### **Acceptable Use and Internet Safety Policy**

I agree to follow the Switzerland of Ohio Local School District Computer Network and /or Internet Management and Use Policy and Regulations. Should I commit any violation or in any way misuse my access to the Switzerland of Ohio Local School District's computers, computer network, and/or Internet, I understand and agree that my access privileges may be revoked and disciplinary action may be taken against me as outlined in the applicable Code of Student Conduct. I understand that violation of these rules and regulations may cause the loss of the right to use these resources as well as disciplinary action

**See Authorization Form on FinalForms for signatures.**

**Parent/Guardian:** As the parent or legal guardian of the above student, I have read, understand, and agree that my child or ward shall comply with the terms of the Switzerland of Ohio Local School District's "Computer Network and /or Internet Management and Use Policy" and Regulations for access to the district's computers, computer networks, and the Internet. I understand that access is being provided for educational purposes. I also understand that it is impossible for the Switzerland of Ohio Local School District to restrict access to all offensive and controversial materials. I understand that it is the responsibility of my child or ward to abide by the "Computer Network and /or Internet Management and Use Policy" and Regulations.

**See Authorization Form on FinalForms for signatures.**

## **Parent or Guardian Consent Form for a Student Internet Account**

*Please read before signing*

Dear Parent/Guardian:

By signing this document, you are giving permission for your student to access the Switzerland of Ohio Local School District's Internet connection through OMERESA. The school district is now able to offer internet access to all students given the written consent of a parent or guardian and with the supervision of a sponsoring teacher while using the Internet or school email. Filtering of Internet content is provided by Linewize according to CIPA (Child Internet Protection Act) guidelines and we do monitor to the best of our ability to see that inappropriate material is kept out of the system and your student's view.

The Internet is an international network of networks and is the communication and information highway of tomorrow. Through the network, your student will have access to hundreds of databases, libraries, and computer services from all over the world. The Internet consists of thousands of computer networks in over 50 countries around the world. Please note that the Internet is a communication association of diverse information networks. Although the vast majority of the information found on the Internet is of educational value, it is possible that your student may run across areas of adult content; access to some material, even with filtering, is not possible to prevent. You as a parent must encourage your child to use the Internet in a responsible fashion and in the same manner other media and resources are used.

Part of the school district's responsibility in preparing our students for the 21<sup>st</sup> Century is to provide them access to the tools they will be using as adults. We believe that the use of this global information network is one of those tools. We accept the responsibility for informing your student about his/her role as a "network citizen" and the code of ethics involved with this new global community.

Along with this application, you will find in the student handbook the Terms and Conditions of Internet Usage. Please go over these with your student, even though we monitor usage, the terms, and conditions are both you and your child's responsibilities. The prior page is a student application for Internet usage, which can be filled out by a parent or guardian as well but must be accompanied by this Parental Consent form in either case.

**See Authorization Form on FinalForms for signatures.**

## Switzerland of Ohio Local School District Grades K-12

### 1:1 Device Guidelines and Procedures

One (1) Chromebook (hereby known as **Device**), one (1) carrying case, and one (1) power cord with power adapter will be issued to students. These items have been provided in good working order and are on loan to the student during the 2026-2027 school year. It is the student's responsibility to care for the equipment and ensure that it is retained in a safe environment 24 hours a day, 7 days a week throughout the school year. The items are to be returned to the school at the conclusion of the school year in proper working order and in sound condition. In the event this originally assigned Device needs repaired and a replacement is provided, the student is responsible for the replacement until the originally assigned Device is returned or it is determined that the original cannot be repaired.

Identification labels may have been placed on the Device. These labels are not to be removed or modified. If identification labels become damaged or missing the technology support staff should be contacted immediately for replacements.

The Device that has been issued to this student is, and at all times, remains the property of Switzerland of Ohio Local School District and is being loaned to the student for educational purposes only for the school year. The Device must be used in accordance with the guidelines and procedures contained herein, the Student Handbook, the Switzerland of Ohio Local School District Computer Network/Internet Management and Use Policy, and any applicable laws.

The computer and accessories are provided for educational purposes only, and are intended to support the learning objectives of the Switzerland of Ohio Local School District.

#### General Guidelines

1. Each Device and carrying case has been assigned to a specific student. Students should never “swap” or “share” their Device or carrying case with another student.
2. Devices and carrying cases should be in a student’s possession or secured in a locker at all times while at school. Devices should not be brought to Physical Education classes unless specifically advised to do so by their Physical Education teacher.
3. Students are never to share their password with another student. Passwords should always be kept confidential.
4. Students are responsible for bringing their Device, fully charged, to school each day.
5. Students are not permitted to download or install any software on their assigned Device without the permission of the District Technology staff.
6. The student may not make any attempt to add, delete, access, or modify the Device in any way.
7. If the Device is lost or stolen, immediate notification is to be made to the school office.
8. Students, parents or guardians are not authorized to attempt repairs themselves or contract with any other individual or business for the repair of the Device. Devices that are damaged or not



working properly are to be turned into the Library Media Specialist (in the library) or in the Main Office.

9. The school district is not responsible for any computer or electronic viruses that may be transferred to or from student storage mediums. The student agrees to use best efforts to assure that the property of the school district is not damaged or rendered inoperable by any such electronic viruses while in the student's possession.

#### Using the Computer for Internet and Email

1. The Switzerland of Ohio Local School District does not have control over the information found on the Internet. While every attempt is made to block access to inappropriate material while the student is at school, the student may be able to access inappropriate material while using their home network. It is the parent or guardian's responsibility to supervise the information that a student is accessing from the Internet while away from school.
2. Students should never share personal information about themselves or others while using the Internet or email. This includes a student's name, age, address, phone number, or school name.
3. Students should be aware that the District's Internet access, email, and any usage done with the Device are the sole property of the District. The District has the right to review these items for appropriateness, and to limit or revoke a student's access to them at any time and for any reason.

#### **General Use and Care of the Computer:**

1. The student may not deface or destroy this property in any way. Inappropriate use of the Device may result in the student losing their privilege to take the Device home. The equipment will be returned when requested by Switzerland of Ohio Local School District, or sooner, if the student withdraws from Switzerland of Ohio Local School District prior to the end of the school year.
2. When transporting the device, at all times to and from school, between classes, etc. students should always be sure it is placed in the carrying case provided by the school district. **Students may not add stickers, pictures, wording, etc. to the Device and/or the bag.** Students are not permitted to use a different carrying case.
3. Students are expected to treat the Device with care and respect. The Device is the property of Switzerland of Ohio Local School District and should be kept clean and free of marks at all times. **NO STICKERS**
4. Students are encouraged to help each other in learning to operate their Device. However, such help should be provided with voices and not hands. Students should operate their own Device at all times.



5. Any observed inappropriate or careless use of the Device should be reported to a teacher or other staff member immediately.
6. Students should not use the Device while walking. Devices should only be used while they are on a flat, stable surface such as a table. Devices are fragile, and if they are dropped, they may break.
7. Students should protect the Device from extreme heat or cold. Devices should never be left in a car, even if the car is locked.
8. Devices should be protected from the weather, water, liquids, food, and pets.
9. Students should never eat or drink while using the Device.
10. Heavy objects (books, musical instruments, sports equipment, etc.) should never be placed or stacked on top of the Device.
11. Students should use care when plugging in the power cord (with charger) to their device.
12. Devices should never be placed in the carrying case while turned “on”. The Device should either be turned to “off” or in “sleep” mode. In addition, devices should not be placed on or under soft items such as pillows, chairs or sofa cushions, or blankets. This will cause the Device to overheat and will result in damage to the Device.
13. In the event the screen of the device needs to be cleaned, use a soft cloth, lightly dampened with water, to clean the screen. NO CLEANERS.

### **Consequences of Inappropriate Use**

The use of any district technology is a privilege and not a right. Students are expected to use their assigned Device in accordance with the policies and procedures contained herein, the Student Handbook, the Switzerland of Ohio Local School District Computer Network/Internet Management and Use Policy, and any applicable laws. Failure to use this Device in an appropriate manner may result in any of the following consequences, as determined by the staff and administration of the Switzerland of Ohio Local School District:

- o Revoking the privilege of taking the Device off of school property
- o Detention
- o Suspension
- o Expulsion
- o Civil or Criminal Liability under applicable law

### **Cost of Repairs or Damage**

Under Ohio Revised Code 3109.09, parents or guardians having custody and control of students under the age of 18 are responsible for vandalism and damages rendered by their children, up to \$10,000, plus court costs. Students who are 18 years or older are held accountable in their own right.

Any malfunctions of the Device and/or accessories not caused by personal negligence will be covered by the Switzerland of Ohio Local School District.

Students and parents/guardians are responsible for all repairs and/or replacement costs caused by personal negligence. The replacement costs for each assigned item are indicated below.

- Device – Up to \$586.00
- Carrying Case – Up to \$25.00
- Power Adapter – Up to \$30.00
- Replacement Screens  
(amount up to)
  - non-touchscreen \$40.00
  - touch screen \$120.00

Students and parents/guardians may want to check with their personal insurance provider for possible coverage of these items if they feel the need. If students and parents/guardians feel the need for insurance, but do not wish to use a personal insurance provider, the Switzerland of Ohio The Local School District will provide an optional protection plan through the District. This protection plan covers any negligent damages that are not intentionally done with no deductible. The protection plan is \$35.00/year for students. Families with two or more students will pay \$30.00/year per student. Families with three or more students will pay \$25.00/year per student. The student must enroll in the plan by September 30, 2026. This annual coverage begins upon receipt of the payment and ends at the conclusion of each school year. The \$35.00 payment is nonrefundable and **only cash or money orders** will be accepted for payment. Money orders should be made out to the Switzerland of Ohio Local School District. No personal checks will be accepted for the insurance payments for the 2026-2027 school year. **Please be advised that insurance through the Switzerland of Ohio Local School District does not cover lost or stolen devices, cases, or cords. Any item lost or stolen will have to be replaced at the cost of the student and/or parent(s).**

**Please continue to the signature page which needs to be signed and returned to your school office.**

**See Form on FinalForms for signatures.**

## SWITZERLAND OF OHIO LOCAL SCHOOL DISTRICT MEDIA RELEASE

I agree/ do not agree to allow images created through photography, videography, or other electronic means in which I appear to be edited, reproduced, and distributed for unlimited use, in whole or in part, by the Switzerland of Ohio Local School District.

I agree, without further obligation to me, to allow the Switzerland of Ohio Local School District to use my full name, city, state of residence, voice, likeness or photograph, and other relevant information, that may include, but is not limited to, my age, occupation, and professional experience, for educational purposes and in connection with program publicity and for on-air or other promotional purposes.

I and my heirs, executors, administrators, assignees, and personal representatives agree to release and discharge the Switzerland of Ohio Local School District, its directors, officers, employees, and agents from any and all liability for any use, misappropriation, or disclosure of any information.

In signing this release, I acknowledge and represent that I have read this release, I understand the significance of this release, and I am signing this release voluntarily, as my own free act and deed. I further acknowledge and represent that no oral representations, statements, or inducements, apart from the foregoing written release have been made.

See Authorization Form on FinalForms for signatures.

**See Authorization Form on FinalForms for signatures.**

## **Request Form for a New Student Google Domain Account**

### **Google Domain Account Authorization Form**

Switzerland of Ohio Local School District Account Authorization Form For Student Accounts 2026-2027. Student Accounts will also include email capabilities on the School District Google Domain.

By checking Yes, I agree, you are stating that you grant your student Google Domain account access to include the following areas:

Internet Access

Google:

- Assignments
- Calendar
- Classroom
- Cloud Search
- Drive and Docs
- Gemini AI
- Gmail
- Google Chat
- Google Chrome Sync
- Google Meet
- Google Vault
- Keep
- Migrate
- NotebookLM
- Sites
- Tasks

**See Form on FinalForms for signatures.**

## Field Trip Permission Form

The purpose of this question is to secure permission from parent(s)/guardian(s) so that their child/children may participate in class-sponsored field trips. This permission form will be applicable for the current school year only. The classroom teacher will be responsible for notifying the parents prior to all field trips. Please select yes or no on the below drop-down item to indicate your decision regarding field trips.

**See Form on FinalForms for signatures.**

### **Directory Information - Annual Notice**

Each year the Superintendent shall provide public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information": **a student's name; address; telephone number; date and place of birth; major field of study; participation in officially recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; and/or awards received.**

Directory information shall not be provided to any organization for profit-making purposes.

**Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board within five (5) calendar days after receipt of the Superintendent's annual public notice.**

In accordance with Federal and State law, the Board shall release the names, addresses, and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent of the student may request in writing that the student's name, address, and telephone listing not be released without prior consent of the parent(s)/eligible student. The recruiting officer is to sign a form indicating that "any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces." The Superintendent is authorized to charge mailing fees for providing this information to a recruiting officer.

Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student's health or education records or for the release of "directory information," either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the Superintendent shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory information," on former students without student or parental consent unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

## 1:1 Device Guidelines and Procedures

By signing below, you are acknowledging that you have received and read over the **1:1 Device Guidelines and Procedures** form and that you will abide by the guidelines and procedures explained in this document.

*Students will not receive a Chromebook without a signed 1:1 Guidelines and Procedures Form on file at their building's office.*

Parent(s)/Guardian(s) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent(s)/Guardian(s) Printed Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Printed Name: \_\_\_\_\_

Please check one of the following options:

\_\_\_\_\_ We want to purchase the optional insurance for the Chromebook device. (If purchasing the insurance on the Chromebook, please send the cash or money order to the school to cover the costs of insurance by **September 30, 2026**)

\_\_\_\_\_ We **DO NOT** want to purchase the optional insurance for the Chromebook device. (If not purchasing insurance on the Chromebook, the student, and parents/guardians will be responsible to pay any costs associated with fixing damage to the Chromebook not covered by the manufacturer's warranty.)

\*\*\*\*\* FOR CENTRAL OFFICE USE ONLY \*\*\*\*\*

- ☐ The student listed below purchased the optional insurance on their Chromebook device.
- ☐ The student listed below **DID NOT** purchase the optional insurance on their Chromebook device.

Chromebook ID: \_\_\_\_\_

Please initial below next to the items that you have received:

- ☐ Chromebook \_\_\_\_\_
- ☐ Carrying Case \_\_\_\_\_
- ☐ Power Cord \_\_\_\_\_

I, \_\_\_\_\_, am signing below, verifying that I have received all of the items checked above. I have also received a copy of the Switzerland of Ohio Local School District's 1:1 Device Guidelines and Procedures manual.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please be advised that insurance through the Switzerland of Ohio Local School District does not cover lost or stolen devices, cases, or cords. Any item lost or stolen will have to be replaced at the cost of the student and/or parent(s).**