



Toledo Public Schools

2016/17 High School Parent Packet

School Handbook online:
<http://www.tps.org/school/high-school>

To the parents and guardians of Toledo Public Schools,

We have created this Parent Packet for the 2016-2017 school year so you have at your fingertips all of the relevant board policies concerning your students. At the end of the packet are a number of forms that you need to fill out and return to the school office. **Please do that as soon as school starts.**

-
- I received and read handbook.
 - Paper copy of handbook requested for:

(Student Name)

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Additional policies are available online at (<http://www.boarddocs.com/oh/tps/Board.nsf>)



Book	BOARD POLICY MANUAL
Section	Section I: Instruction
Title	Academic Achievement
Number	IK
Status	Active
Legal	<u>OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06</u>
Adopted	August 18, 2009

The philosophies of the Board concerning academic achievement and students' social growth and development are based on the premise that students have diverse capabilities and individual patterns of growth and learning.

The Board believes that it is important that teachers have extensive and accurate knowledge of each student in order to assess his/her needs and his/her growth and to be competent to make appropriate instructional plans for the student. Sharing of information among parent(s), teacher and student is essential.

The Board supports staff efforts to find better ways to measure and report student progress and requires the following elements.

1. Parents are informed regularly, at least four times a year, about the progress their children are making in school.
2. Parents are alerted as soon as practicable when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Insofar as possible, distinctions are made between a student's attitude and his/her academic performance.
4. At comparable levels, the school system seeks consistency in grading and reporting except when such procedure is inappropriate for certain classes or certain students.
5. When no grades are given and the student is evaluated informally in terms of his/her own progress, the school staff provides a realistic appraisal of the student's standing in relation to his/her peers when requested by parents to do so.
6. When grades are given, the school's staff takes particular care to explain the meaning of marks and symbols to parents.

CROSS REFS.:

[AFI, Evaluation of Educational Resources](#)

[IKA, Grading Systems](#)

[IKAB, Student Progress Reports to Parents](#)

CONTRACT REF.;

TFT



Book BOARD POLICY MANUAL
 Section Section I: Instruction
 Title Class Rankings
 Number IKC-R
 Status Active
 Legal
 Adopted August 18, 2009

Class rank is determined by using the following guidelines:

1. Marks for all subjects for which unit credit or fractional-unit credit is given, whether passed or failed, are recorded and used in computing class rank. School service receives a credit and grade, but that grade is not included in their GPA.

2. All students in the class are included in determining the class rank.

3. The following point system is used:

<u>Grade</u>	<u>Points per unit of credit</u>
A	4.0 points
A-	3.7 points
B+	3.3 points
B	3.0 points
B-	2.7 points
C+	2.3 points
C	2.0 points
C-	1.7 points
D+	1.3 points
D	1.0 point
D-	.7 point
F	.0 point

4. An honors course receives one extra point. An honors A receives 5 points, an honors B receives 4 points, and an honors C receives 3 points. Honors D's and F's do not receive the extra point.

5. One unit is equal to one year credit; one-half unit is equal to one semester credit.

6. All grades are recorded through the Management Information Services. Semester grade cards indicate not only grades but current grade point average, current units earned, cumulative grade point average and cumulative units earned.

7. Class rankings are available at each school at the conclusion of each semester.

8. Student's GPA is based upon grades from courses completed within accredited schools only.

To compensate for the grade point average (GPA) distortion caused by honors points, the following system is used in

selecting the Valedictorian and Salutatorian at each high school and ranking students over a 4.0 GPA.

1. The rank of students with a GPA greater than 4.0 is determined by the guidance office. All students above 4.0 are ranked numerically until the first 4.0 student is reached.
2. The GPA of students above 4.0 is set aside when figuring ranking based on the Ranking Point System. Students' GPA will appear on all transcripts and records.
3. The Ranking Point System

- A. The student receives one ranking point for each completed semester of an honors course.
- B. Points are deducted from this ranking total for any semester non-"A" grade using the following scale:

following scale:

GRADE	RANKING POINTS	GRADE	RANKING POINTS	GRADE	RANKING POINTS
A-	-0.5	C+	-2.5	D	-4.5
B+	-1.0	C	-3.0	D-	-5.0
B	-1.5	C-	-3.5	F	-5.5
B-	-2.0	D+	-4.0		

For example, students 'A' and 'B' have 24 semesters of honors classes. Student 'C' has 20 semesters of honors credit. Their class ranks are figured below.

GRADES	STUDENT A-24 pts.	STUDENT B-24 pts.	STUDENT C-20pts.
A-	5 @ -.5 = -2.5	3 @ -.5 = -1.5	3 @ -.5 = -1.5
B+	1 @ -1 = -1	0 @ -1 = 0	0 @ -1 = 0
B	0 @ -1.5 = 0	0 @ -1.5 = 0	0 @ -1.5 = 0
B-	0 @ -2.0 = 0	0 @ -2.0 = 0	0 @ -2.0 = 0
FINAL RANKING SCORE	20.5	22.5	18.5
CLASS RANK	#2	#1	#3

- C. Students above 4.0 are then ranked based upon their final ranking score.
- D. This ranking was implemented with the graduating class of 1995.



Book	BOARD POLICY MANUAL
Section	Section I: Instruction
Title	Classroom/School Use of Visual Media
Number	IIA-R
Status	Active
Legal	
Adopted	August 18, 2009

Teachers are encouraged to enrich their teaching and learning by making proper use of instructional resources. It is the responsibility of teachers and administrators to maintain the highest possible ethical standards in the selection and use of all supplemental materials including videotapes and films in compliance with the Copyright Revision Act.

Visual media, such as films, videotapes, DVDs and other materials that are to be used as classroom supplements, should be age appropriate and related to the curriculum presently under study.

In Grades:

K-6 Approved "PG" videotapes/films may be shown to elementary school audiences. The parental permission form will be used for all "PG" videotapes/films. Students who do not return permission forms are not permitted to view the videotape/film.

7-8 Approved "PG" and "PG 13" videotapes/films may be shown to junior high audiences. The parental permission form will be used for all "PG 13" videotapes/films. Students who do not return permission forms are not permitted to view the videotape/film.

9-12 Approved "R" rated, "NR" (not rated) and unrated videotapes/films may be shown to high school audiences. The parental permission form will be used for all "R" rated videotapes/films and those "NR" and unrated videotapes/films noted on the list developed by the Curriculum Director and department chairpersons. Students who do not return permission forms are not permitted to view the videotape/film. "R" rated videotapes/films intended solely for entertainment purposes are prohibited for classroom/school use.

"G" rated videotapes/films may be shown at any grade level.

At the elementary level, the building principal and the classroom teacher determine the appropriateness of the "PG" rated videotape/film to be used.

All "X" rated and "NC 17" materials are unacceptable for classroom or school use in grades K-12 and are prohibited. In grades 9-12, videotapes/films intended purely for entertainment purposes must be rated "G," "PG," or "PG 13" only. All videotapes/films should be carefully screened prior to showing/viewing.

Videotapes/films are to be used as a supplement to standard teaching practices and should be related to the concepts of the curriculum presently under study. The use of audio-visual material not germane to the curriculum or used purely for entertainment purposes can become the subject for principal and building committee discussion and action, if necessary, if it can be shown that such showings are disruptive to the instructional process. The repeated and sustained use of videotapes/films in classrooms solely for entertainment purposes should not occur.

Videotapes/films, used in the classroom, are to be related to the curriculum and appropriate to the age of the students.

Students should have a familiarity with the subject presented in the videotape/film and should be given an adequate introduction. This requires a preview of the videotape/film by the teacher.

Motivation to give attention and thought to the videotape/film may be accomplished through study questions written on the board, worksheets prepared in advance, questions for group discussion topics, etc.

Follow-up activities and a summary, emphasizing the concepts of the curriculum to have been learned, should be employed.



Book BOARD POLICY MANUAL
 Section Section J: Student
 Title Foreign Exchange Students
 Number JECBAA (Also IGCD)
 Status Active
 Legal OAC 3301-35-01(B)(6); 3301-35-06
 Adopted August 18, 2009

The District encourages its students to participate in foreign exchange programs when the opportunity exists. If students wish to acquire units of credit for graduation, when studying outside the United States, they are required to apply for educational options (Board policy IGCD) prior to their foreign exchange experience. Upon the return of the student, the educational options are reviewed to grant credit. Acceptance of grades and units of credit as a result of the foreign exchange will be determined at the time the options form is completed.

CROSS REFS.:

- IGCB, Experimental Programs
- IGCD, Educational Options (Also LEB)
- IGCH, Postsecondary Enrollment Options (Also LEC)
- IKE, Promotion and Retention of Students
- IKF, Graduation Requirements
- IN, Student Fees, Fines and Charges



Book	BOARD POLICY MANUAL
Section	Section I: Instruction
Title	Grading Systems
Number	IKA
Status	Active
Legal	<u>OAC 3301-35-04; 3301-35-06</u>
Adopted	August 18, 2009

The Board believes students respond more positively to the opportunity for success than to the threat of failure. Therefore, the District seeks in its instructional program to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

The administration and professional staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form which is understandable to parents as well as teachers.

The Board approves the grading and reporting systems as developed by the faculty, upon recommendation of the Superintendent.

The Board recognizes that any grading system, however effective, has subjective elements. There are fundamental principles which must guide all instructors in the assignment of marks and achievement.

1. The achievement mark in any subject should represent the most objective measurement by the teacher of the achievement of the individual. A variety of evaluation measures are used and accurate records shall be kept to substantiate the grade given.
2. An individual should not receive a failing grade unless he/she has not met stated minimum requirements.
3. Grades are a factor used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student in achieving better grades by the next grading period, if possible.

CROSS REFS.:

IK, Academic Achievement

IKAB, Student Progress Reports to Parents

CONTRACT REF.;

TFT



Book	BOARD POLICY MANUAL
Section	Section J: Student
Title	Hazing, Harassment, Intimidation and Bullying
Number	JFCF
Status	Active
Adopted	August 18, 2009
Last Revised	May 26, 2015
Last Reviewed	May 13, 2015

Hazing means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

Bullying is an intentional written, verbal or physical act that a student has exhibited toward another particular student more than once and the behavior causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student, or is violence within a dating relationship.

Cyberbullying is bullying by an electronic act. See board policy on Cyberbullying.

Permission, consent or assumption of risk by an individual subjected to hazing and/or bullying does not lessen the prohibition contained in this policy.

Hazing, harassment, intimidation and bullying are prohibited on school property, on a school bus, or at school sponsored events or by an electronic act. A student found responsible for hazing, harassment, intimidation or bullying in any form, including by an electronic act, may be suspended or otherwise disciplined consistent with Board policies and the law.

Prohibited activities of any type, including those activities engaged in via an electronic act, are inconsistent with the educational process and are prohibited at all times. No administrator, teacher or other employee of the District shall encourage, permit, condone or tolerate any hazing, harassment, intimidation and/or bullying activities. No students, including leaders of student organizations, are permitted to plan, encourage or engage in any hazing, harassment, intimidation and/or bullying.

Administrators, teachers and all other District employees are particularly alert to possible conditions, circumstances or events that might include hazing, harassment, intimidation and/or bullying. If hazing, harassment, intimidation and/or bullying or planned hazing, harassment, intimidation and/or bullying is discovered, involved students are informed by the discovering District employee of the prohibition contained in this policy and are required to take steps to end all hazing, harassment, intimidation and/or bullying activities immediately. All hazing, harassment, intimidation and/or bullying incidents are reported immediately to the appropriate administrator and appropriate discipline is administered.

The Superintendent/designee must provide the Board President with a semi-annual written report of all verified incidents of hazing, harassment, intimidation and/or bullying and post the report on the District's web site.

The administration provides training on the District's hazing, harassment, intimidation and bullying policy to District employees and volunteers who have direct contact with students. Additional training is provided to elementary employees in violence and substance abuse prevention and positive youth development.

No one is permitted to deliberately make a false report of hazing, harassment, intimidation or bullying.

District employees, students and volunteers have qualified civil immunity for damages arising from reporting an incident of hazing and/or bullying. Administrators, teachers, other employees and students who fail to abide by this policy may be subject to disciplinary action and may be liable for civil and criminal penalties in compliance with State and Federal law.

No one is permitted to retaliate against an employee or student because he/she files a grievance or assists or participates in an investigation, proceeding or hearing regarding the charge of hazing, harassment, intimidation and/or bullying of an individual.

CROSS REFS.:

- [AC, Nondiscrimination](#)
- [EDE, Computer/Online Services \(Acceptable Use and Internet Safety\)](#)
- [EDEC, Staff Use of Social Media](#)
- [IIBH, District Web Site Publishing](#)
- [JFC, Student Conduct \(Zero Tolerance\)](#)
- [JFCE, Secret Societies](#)
- [JFCEA, Gangs](#)
- [JFCK, Unsafe Schools \(Persistently Dangerous Schools\)](#)
- [JHG, Reporting Child Abuse](#)
- [Student Handbooks](#)
- [JFCFA, Cyberbullying](#)



Book	BOARD POLICY MANUAL
Section	Section J: Student
Title	Hazing and Bullying
Number	JFCF-R
Status	Active
Legal	
Adopted	August 18, 2009
Last Revised	April 24, 2012
Last Reviewed	April 16, 2012

The prohibition against hazing, harassment, intimidation or bullying is publicized in student handbooks and in the publications that set the standard of conduct for schools and students in the District. In addition, information regarding the policy is incorporated into employee handbooks and training materials.

School Personnel Responsibilities and Complaint Procedures

Harassing, hazing, intimidating and/or bullying behavior by any student/school personnel in the District is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Harassment, hazing, intimidation and/or bullying means any intentional written, verbal, graphic or physical acts, including electronically transmitted acts, either overt or covert, by a student or group of students toward other students/school personnel with the intent to haze, harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity; in any District publication; through the use of any District-owned or operated communication tools, including but not limited to District e-mail accounts and/or computers; on school-provided transportation or at any official school bus stop.

Hazing, harassment, intimidation or bullying can include many different behaviors. Examples of conduct that could constitute prohibited behaviors include, but are not limited to:

1. physical violence and/or attacks;
2. threats, taunts and intimidation through words and/or gestures;
3. extortion, damage or stealing of money and/or possessions;
4. exclusion from the peer group or spreading rumors;
5. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as "cyber bullying"), such as the following:
 - A. posting slurs on web sites, social networking sites, blogs or personal online journals;
 - B. sending abusive or threatening e-mails, web site postings or comments and instant messages;
 - C. using camera phones to take embarrassing photographs or videos of students and/or distributing or posting the photos or videos online and

D. using web sites, social networking sites, blogs or personal online journals, e-mails or instant messages to circulate gossip and rumors to other students.

6. excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers;

7. violence within a dating relationship.

In evaluating whether conduct constitutes hazing or bullying, special attention is paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim and the motivation, either admitted or appropriately inferred.

Teachers and Other School Staff

Teachers and other school staff who witness acts of harassment, hazing, intimidation and/or bullying, as defined above, promptly notify the building principal/designee of the event observed, and promptly file a written incident report concerning the events witnessed.

Teachers and other school staff who receive student or parent reports of suspected hazing, harassment, intimidation and/or bullying promptly notify the building principal/designee of such report(s). If the report is a formal, written complaint, the complaint is forwarded to the building principal/designee no later than the next school day. If the report is an informal complaint by a student that is received by a teacher or other professional employee, he/she prepares a written report of the informal complaint that is forwarded to the building principal/designee no later than the next school day.

Complaints

1. Formal Complaints

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

2. Informal Complaints

Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator or other school personnel. Such informal complaints must be reasonably specific as to the actions giving rise to the suspicion of hazing, harassment, intimidation and/or bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s) and the names of any potential student or staff witness. The school staff member or administrator who receives the informal complaint promptly documents the complaint in writing, including the above information. This written report by the school staff member and/or administrator is promptly forwarded to the building principal/designee for review and action.

3. Anonymous Complaints

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

Report to the Parent or Guardian of the Perpetrator

If, after investigation, acts of harassment, intimidation and bullying by a specific student are verified, the building principal/designee notifies the parent or guardian of the perpetrator, in writing, of that finding. If disciplinary consequences are imposed against such student, a description of such discipline is included in such notification.

Reports to the Victim and His/Her Parent or Guardian

If, after investigation, acts of bullying or hazing against a specific student are verified, the building principal/designee notifies the parent/guardian of the victim of the finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator.

Bullying matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible. Although discipline may be imposed against the accused upon a finding of guilt, retaliation is prohibited.

Police and Children Services Board

In addition to, or instead of, filing a complaint through this policy, a complainant may choose to exercise other options including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of the Ohio Revised Code or common law that may apply.

The District must also investigate incidents of harassment, hazing, intimidation and/or bullying for the purpose of determining whether there has been a violation of District policy or regulations, even if law enforcement and/or the children services board are also investigating.

All District personnel must cooperate with investigations by outside agencies.



Book	BOARD POLICY MANUAL
Section	Section I: Instruction
Title	Homework Guidelines
Number	IKB-R
Status	Active
Legal	
Adopted	August 18, 2009
Last Revised	September 25, 2012
Last Reviewed	September 11, 2012

Introduction

Because education is a lifelong process that extends beyond the school, it is important that students recognize that learning occurs in the home and community. Homework is one means of teaching the necessary skills of independent study and learning outside the school. A broad definition of homework is considered here to include not only written work but also related activities such as viewing specific television programs, news reporting, recreational reading and other activities which are related to classroom work but that are assigned to be done at home.

Rationale for Homework – Homework is to:

1. complete work explained and started in class;
2. expand and/or enrich regular class work;
3. develop skills in reading, writing, thinking, listening and speaking;
4. make up work missed due to absence;
5. encourage parents' awareness of student learning;
6. provide an opportunity to pursue special interests or abilities;
7. increase learning time;
8. establish independent study skills;
9. increase critical thinking skills;
10. practice, review, reinforce and maintain basic skills and
11. utilize community resources for learning (libraries, etc.).

Guidelines for Administrators

1. Communicate the District and homework policies to parents.
2. Assist in the implementation of the policy.

Guidelines for Teachers

Homework assigned will depend on the discretion of each teacher based on a knowledge of the student's individual ability and the practice of sound learning theory.

1. Homework should be the independent practice of a previously taught skill or a new concept.
2. Homework should be given with a purpose that is understood by both teacher and students.
3. Homework assignments should be planned to include a wide variety of activities in all areas of the curriculum.
4. Homework assignments should be reviewed promptly and appropriate feedback should be given by the teacher as soon as possible so that the student has the opportunity to learn from the assignment.

5. Academic homework assignments are not to be given as busy work or for disciplinary reasons.
6. Homework assignments may constitute a percentage of the student's total grade each grading period.

Make-up Work

Horizons

1. The Horizons program requires the completion of Horizons homework assignments and regular classroom teachers should consider these assignments as part of the student's work. Since identified students should be able to succeed in their regular classroom work, they will not be expected to do written assignments missed on the day when they attend the Horizons program. Therefore, these assignments should not be averaged in quarterly grades. Homework assigned by the regular classroom teacher, on the day prior to the student's Horizons day, will be handed in, without penalty on the day following Horizons. Homework assignments made on the day the student attends Horizons should be given to the Horizons student on the previous day, if completion is required by the classroom teacher. Students will be given a maximum of 30 minutes during the Horizons class day as independent work time. The students may use this time to complete any assignments given by the regular classroom teacher.
2. Students in the Horizons classes are expected to maintain their proficiency in regular classroom subject areas. The student is responsible for the content covered in the regular classroom on Horizons day. Students are expected to maintain an acceptable level of classroom performance, complete long-range classroom assignments and be responsible for completing major tests. They are expected to maintain an acceptable level of classroom assignments and be responsible for completing major tests.
3. An "H" will be entered in the grade book for those assignments which are not completed because of participation in the Horizons program. This distinguishes those assignments from other missing assignments and helps eliminate confusion in the computing of grade averages.

BIC Centers

1. While assigned to a BIC, students will not be marked absent from school. Teacher records should reflect the absence from individual classes with an appropriate symbol which simultaneously reflects their presence in the BIC. (Example: A/B, Absent/Behavior Intervention class).
2. Teachers may, at their discretion, provide assignments to a BIC student, when it is practical to do so. Teachers may accept completed work, including tests, for credit.

Absence – (Excused)

Students with excused absences should be allowed appropriate time to complete assignments made during their absence. Teachers will evaluate the homework to determine credit to be given. Providing homework in advance of an absence is at the discretion of the teacher. It is the responsibility of the student to request make-up work from the teacher upon return from an absence.

Absence – (Unexcused, Out-of-School Suspensions)

Students with unexcused absences or out-of-school suspensions may be allowed, at the discretion of the teacher, appropriate time to complete assignments made during their absence. Providing homework in advance of an absence is at the discretion of the teacher. It is the responsibility of the student to request make-up work from the teacher upon return from an absence.

Absence – (Expulsion)

Credit will not be given for homework assigned during absence due to expulsion.

The following chart is a suggested guide for average students:

Grade Level

- K-1 15 - 20 minutes
- 2 -3 20 - 30 minutes
- 4 25 - 35 minutes
- 5 30 - 40 minutes
- 6 35 - 45 minutes
- 7-8 20 - 40 minutes per subject
- 9-12 30 - 45 minutes per subject

Guidelines for Parents

Parents can support a student's interest in lifelong learning by encouraging good study habits and providing a learning environment in the home.

1. Provide a quiet, well-lighted place for the student to do homework.
2. Help your child budget time so that a regular schedule for study is established.
3. Take an active interest in what your child is doing in school. Ask for an explanation of a particular assignment and what is being taught; compliment good work or improvement. Make constructive suggestions, but avoid severe criticism and undue pressure. A positive attitude by parents will encourage the student to do the best work possible.
4. Encourage your child to seek additional help from the teacher if there is any difficulty with the assignment.
5. Encourage and guide your child with assigned homework. Under no circumstances should you do it for your child.
6. Support and reward regular school attendance. Contact the teacher in cases of extended or prolonged absence.
7. Consult your child's teacher as soon as possible as problems arise.

Suggestions for Students

It is important to develop good study habits at school and at home.

1. Be sure you understand each assignment, and ask your teacher if you need help.
2. Set aside a regular time to do homework.
3. Study in a quiet place.
4. Complete your work and hand it in when it is due.
5. Do your best on each homework assignment.
- 6.

Program Goals and Objectives are to:

1. provide a service that offers direct and practical assistance to students and their parents.
2. assist students with homework and school-related questions.
3. decrease the drop-out rates among students in Lucas County,
4. help parents learn how to better help their children with homework.
5. reinforce learning and study skills necessary for academic excellence.
6. recognize that the learning process is not confined to the classroom.
7. encourage all segments of the community to work together to provide the best education programs possible.
8. contribute to the goal of furthering parent and community involvement in the education of students.
9. raise grade and learning levels of all students.



Book	BOARD POLICY MANUAL
Section	Section A: Foundations and Basic Commitments
Title	Anti-Harassment
Number	ACA
Status	Active
Legal	Ohio Rev. Code Chapter 4112 Ohio Rev. Code Chapter 3323 Ohio Const. Art. I, Section 2 Age Discrimination Act of 1975, 42 U.S.C. 6101, et seq. Age Discrimination in Employment Act of 1967; 29 U.S.C. 621 et seq American with Disabilities Act of 2009 as amended; 42 U.S.C. 12101 et seq. Rehabilitation Act of 1973; 29 U.S.C. 794 Individuals with Disabilities Education Act; 20 U.S.C. 1400 et seq. Equal Pay Act of 1963; 29 U.S.C. 206 Executive Order 11246, as amended by Excutive Order 11375 Title IX, Education Amendments of 1972; 20 U.S.C. 1681 et. seq. Title VII of theCivil Rights Act of 1964; 42 U.S.C. 2000e et seq. Title VI of the Civil Rights Act of 1964; 42 U.S.C. 2000d et seq.
Adopted	October 27, 2009
Last Revised	April 28, 2015
Last Reviewed	April 15, 2015

It is the policy of the Board of Education to maintain an education and work environment which is free from all forms of unlawful harassment. This commitment applies to all School District operations, programs and activities. All students, administrators, teachers, staff and all other school personnel share responsibility for avoiding, discouraging and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, on school provided transportation, or at another location if such conduct occurs during an activity sponsored by the Board (including away games and competitions) or the conduct causes a substantial disruption at school.

The board will vigorously enforce its prohibition against harassment based on sex, race, color, national origin, ethnicity, religion, creed, gender, disability, genetic information, age, sexual orientation, or any other unlawful basis, and encourages those within the School District community, as well as third parties, who feel aggrieved, to seek assistance to rectify the problems. Students are encouraged and staff are required to report immediately incidents of harassment of which they become aware. The Board, through its designees, will investigate all formal and informal reports of harassment and in those cases where prohibited harassment is substantiated, the Board will take prompt and effective steps reasonably calculated to end the harassment and prevent any recurrence. Individuals who are found to have engaged in prohibited harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District community" means students, administrators, teachers, staff, and all other school personnel, including Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).

Other Violations of the Anti-Harassment Policy

The Board will also take steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

1. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation.
2. Filing a malicious or knowingly false report or complaint of harassment.
3. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of the employee's supervisory duties.

Definitions

"Harassment" means threatening, insulting, or dehumanizing written (including on-line), verbal, or physical conduct directed against a student or school employee that:

1. Causes the student or school employee reasonable fear of harm to his or her person or damage to his or her property;
2. Has the effect of substantially interfering with a student's school or educational performance, opportunities or benefits or an employee's work performance;
3. Has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendment of 1972, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity;
2. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
3. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that constitute prohibited sexual harassment include, but are not limited to:

1. Unwelcome sexual propositions, invitations, solicitations, or flirtations.
2. Physical assault.
3. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
4. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
5. Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the work or educational environment, which may be offensive.
6. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
7. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
8. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Conduct must be sufficiently severe, pervasive and persistent such that it adversely affects an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

Sexual relationships with students are strictly prohibited regardless of the age of the student.

NOTE: Any teacher, administrator, coach, or other school personnel or authority who engages in sexual conduct with a student may also be guilty of the criminal charge of sexual battery as set forth in Ohio Revised Code 2907.03. The issue of consent is irrelevant in regard to such criminal charge.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Examples of conduct which may constitute harassment because of race or color include:

1. graffiti containing racially offensive language
2. name calling, jokes or rumors
3. threatening or intimidating conduct directed at another because of the other's race or color
4. notes or cartoons
5. racial slurs, negative stereotypes and hostile acts which are based upon race or color
6. written or graphic material containing racial comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes
7. a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race or color
8. other kinds of aggressive conduct such as theft or damage to property which is motivated by race or color

National Origin/Ethnicity Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ethnicity and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Examples of conduct which may constitute harassment because of national origin or ethnicity include:

1. graffiti containing offensive language which is derogatory to others because of their national origin or ethnicity
2. threatening or intimidating conduct directed at another because of the other's national origin or ethnicity
3. jokes, name calling or rumors based upon an individual's national origin or ethnicity
4. ethnic slurs, negative stereotypes and hostile acts which are based upon an individual's national origin or ethnicity
5. written or graphic material containing ethnic comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes
6. a physical act of aggression or assault upon another because of, or in a manner reasonably related to, ethnicity or national origin
7. other kinds of aggressive conduct such as theft or damage to property which is motivated by national origin or ethnicity

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Examples of conduct which may constitute harassment because of creed or religious affiliation include:

1. graffiti containing offensive language relating to religion or creed
2. name calling, jokes or rumors
3. threatening or intimidating conduct directed at another because of the other's religion or creed
4. notes or cartoons
5. slurs, negative stereotypes and hostile acts which are based upon religion or creed
6. written or graphic material containing stereotypical religious references which is posted or circulated and which is aimed at degrading individuals with a particular religion or creed
7. a physical act of aggression or assault upon another because of, or in a manner reasonably related to, his/her religion or creed
8. other kinds of aggressive conduct such as theft or damage to property which is motivated by religion or creed

Age Harassment

Prohibited age harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's age and when the conduct has the purpose or effect of interfering with the individual's work performance; of creating an intimidating, hostile, or offensive working environment. Examples of conduct which may constitute harassment because of age include:

1. graffiti containing offensive language relating to an individual's age
2. name calling, jokes or rumors
3. threatening or intimidating conduct directed at another because of the other's age
4. notes or cartoons
5. slurs, negative stereotypes and hostile acts which are based upon age
6. written or graphic material containing stereotypical age references which is posted or circulated and which is aimed at degrading individuals of a particular age
7. a physical act of aggression or assault upon another because of, or in a manner reasonably related to, his/her age
8. other kinds of aggressive conduct such as theft or damage to property which is related to the age of the other individual

Sexual Orientation Harassment

Prohibited sexual orientation harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's perceived or actual sexual orientation and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Examples of conduct which may constitute harassment because of sexual orientation include:

1. graffiti containing offensive language relating to sexual orientation
2. name calling, jokes or rumors
3. threatening or intimidating conduct directed at another because of the other's sexual orientation
4. notes or cartoons
5. slurs, negative stereotypes and hostile acts which are based upon sexual orientation
6. written or graphic material containing stereotypical sexual references which is posted or circulated and which is aimed at degrading individuals of a particular sexual orientation
7. a physical act of aggression or assault upon another because of, or in a manner reasonably related to, his/her sexual orientation
8. other kinds of aggressive conduct such as theft or damage to property which is motivated by intolerance of another's sexual orientation

Harassment Based on Gender (Including Pregnancy)

Prohibited gender (including pregnancy) harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's gender (including pregnancy) and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the person based on a person's gender, pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

Examples of conduct which may constitute harassment because of sexual orientation include:

1. graffiti containing offensive language relating to gender
2. name calling, jokes or rumors
3. threatening or intimidating conduct directed at another because of the other's gender
4. notes or cartoons
5. slurs, negative stereotypes and hostile acts which are based upon gender
6. written or graphic material containing stereotypical sexual references which is posted or circulated and which is aimed at degrading individuals of a particular gender
7. a physical act of aggression or assault upon another because of, or in a manner reasonably related to, his/her gender
8. other kinds of aggressive conduct such as theft or damage to property which is motivated by intolerance of another's gender

Disability/Genetic Information Harassment

1. graffiti containing offensive language which is derogatory to others because of their physical or mental disability
2. name calling, jokes or rumors based upon an individual's physical or mental disability
3. threatening or intimidating conduct directed at another because of the other's physical or mental disability

4. slurs, negative stereotypes and hostile acts which are based upon physical or mental disability
5. written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals of protected classes
6. a physical act of aggression or assault upon another because of, or in a manner reasonably related to, physical or mental disability
7. other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual's physical or mental disability
8. any of the above conduct based on or motivated by genetic information

Military Status Harassment

Prohibited military status harassment occurs when unwelcome physical, verbal or nonverbal conduct is based upon an individual's military status and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at an individual based on the individual's current military status or status as a veteran.

Bullying

Bullying constitutes unlawful harassment when the bullying is based upon one or more characteristics protected by federal, state or local civil rights laws. Bullying is unwanted and repeated written, verbal, or physical behavior that is sufficiently severe or pervasive that it creates an intimidating, hostile, or offensive educational environment, causes discomfort or humiliation, or unreasonably interferes with the student's school performance or participation. Bullying may involve teasing, threats, intimidation, stalking, cyberstalking, cyberbullying, physical violence, theft, public humiliation or destruction of property.

Reporting Harassment Allegations

Informal Complaint Procedure

The informal complaint procedure is designed to stop inappropriate behavior and to investigate and facilitate resolution of complaints through an informal process, if possible. The informal procedure is not a prerequisite to filing a formal complaint and will be used only where both the Complainant and the accused agree to participate in the process. Individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint procedure.

Any complaint alleging harassment of a student by a district employee or other adult and any allegations of sexual violence will be formally investigated.

Any student or adult member of the school district community who believes he/she has been unlawfully harassed by a student may make an informal complaint, either orally or in writing, to a teacher, counselor or principal. All informal complaints involving students only must then be reported to the principal who will either facilitate an informal resolution on his or her own or appoint another individual to facilitate an informal resolution.

Any employee who believes he/she has been unlawfully harassed by another employee or member of the school district community may make an informal complaint to a principal, program head, supervisor or to the Chief Human Resource Officer. All informal complaints involving employees or other adults only must then be reported to the Chief Human Resource Officer who will either facilitate an informal resolution on his or her own or appoint another individual to facilitate an informal resolution.

The informal complaint procedure is designed to provide individuals who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the individual claiming unlawful harassment, informal resolution may involve, but is not limited to, one or more of the following:

1. Counseling the individual about how to communicate to the alleged harasser that the conduct or behavior is unwelcome.
2. Distributing or communicating the anti-harassment policy in the building or department where the alleged harasser works.
3. If both parties agree, facilitating a meeting between the individual claiming harassment and the individual accused of harassment to work out a mutual resolution. Such a meeting is not appropriate in cases of threats or physical or sexual violence.

The Principal or Chief Human Resource Officer or designee will endeavor to resolve informal complaints of harassment within fifteen school days of receiving the informal complaint. Parties who are dissatisfied with the results of the informal

process may proceed to file a formal complaint.

Materials generated as part of the informal complaint process involving students only will be maintained by the principal in accordance with the Board's policy regarding student records. Materials generated as part of the informal complaint process involving employees will be retained by the office of the Chief Human Resource Officer in accordance with the Board's record retention policy.

The Board reserves the right to take appropriate disciplinary action if the informal complaint procedure reveals conduct that violates this or other Board policy.

Formal Complaint Procedure

Any student (or the parent or guardian of any student) who believes that he/she has experienced sexual harassment or harassment based upon race, color, national origin, ethnicity, religious affiliation or creed, age, sexual orientation, gender (including pregnancy), military status, or disability by a student or an employee or any member of the School District community should immediately inform a building administrator, counselor, or teacher, who shall promptly notify the building principal. If the complaint is against a district employee, the principal shall notify the Chief Human Resource Officer, Thurgood Marshall Building, 420 E. Manhattan Blvd., Room 105.

Any employee who believes that he/she has experienced sexual harassment or harassment based upon race, color, national origin, ethnicity, religious affiliation or creed, age gender (including pregnancy), sexual orientation, military status, disability or genetic information by any member of the school district community should report the matter to the building principal, program head or supervisor, to any member of the harassment investigation committee, or to the Chief Human Resource Officer, Thurgood Marshall Building, 420 E. Manhattan Blvd., room 105. If the alleged harasser is a student, the complaint will be submitted to the building principal.

All teachers, administrators, staff, and all other school personnel must promptly report any knowledge of any sexual harassment or harassment based upon race, color, national origin, ethnicity, religious affiliation or creed, age sexual orientation, gender (including pregnancy), military status, or disability harassment in any form. Harassment involving students only must be reported to the building principal. Harassment involving district employees must be reported to the building principal, program head, or supervisor, or to the Chief Human Resource Officer, Thurgood Marshall Building, 420 E. Manhattan Blvd., room 105. All complaints of unlawful harassment regarding employees must be immediately forwarded to the Chief Human Resource Officer.

All teachers, administrators, staff and all other school personnel who observe acts of unlawful harassment should intervene to stop the harassment, unless circumstances would make such intervention dangerous.

The Complaint process set forth in this policy is not intended to interfere with the rights of a member of the School District community or a third party to pursue a complaint of unlawful harassment with the United States Department of Education, Office for Civil Rights, the Ohio Civil Rights Commission, or the Equal Employment Opportunity Commission.

When the victim is a student, and if the evidence suggests that the alleged harassment at issue is also a crime or otherwise requires reporting, the matter will be reported to Lucas County Children's services or appropriate law enforcement authority. The fact that a criminal investigation involving the same conduct is being or has been conducted does not extinguish the district's responsibility to investigate complaints of unlawful harassment.

Investigating Harassment Allegations

The District will conduct a prompt and thorough investigation of any complaint made under this policy without regard to the type of alleged harassment, the parties involved, whether the complaint is informal or formal, or how the complaint was filed.

If physical assault occurs or an employee fears bodily harm, the police and security department of the District shall be notified immediately.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the School District community or third party alleging the harassment pursues the complaint.

Complaints Involving Students Only

The principal or his/her designee will document all complaints of unlawful harassment and conduct the investigation when both the complainant(s) and alleged harassers are students. The principal or designee will also consider whether any action should be taken to protect the Complainant from harassment or retaliation during the investigation.

The investigation and report shall be completed within 10 school days after receipt of the complaint. In unusually

complicated cases or in extraordinary circumstances that may require additional time, the complainant will be notified in writing that additional time will be required to properly investigate. The investigatory report shall include: (1) the name(s) of the alleged victim and the person reporting the allegation; (2) the nature of the allegation, a description of the incident, and the date and time of the alleged incident; (3) the name(s) all persons alleged to have committed the harassment; (4) the name(s) all witnesses to the alleged incident; (5) any written statements of the reporter, the alleged victim, the alleged harasser and witnesses; (6) the response of school personnel, including the date any incident was reported to law enforcement; and (7) an assessment as to whether the allegations are substantiated and whether they constitute a violation of this policy. In cases alleging race or national origin discrimination, the report shall also include the race or national origin of the complainant, the accused, and of all witnesses.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents which may be relevant to the particular allegations. The parties involved may submit any relevant evidence and the name of witnesses.

In determining whether the alleged conduct constitutes a violation of this policy by a preponderance of the evidence including whether a hostile environment exists, the investigator shall consider and document in the investigatory report:

1. the nature of the behavior;
2. how often the conduct occurred;
3. whether there were past incidents or continuing patterns of behavior;
4. the relationship among the parties involved;
5. the race, national origin, gender and age of the alleged victim;
6. the race, national origin, gender and age of the alleged harasser;
7. whether the alleged harasser was in a position of power over the alleged victim;
8. the number of alleged harassers;
9. where the harassment occurred;
10. whether the conduct adversely affected the alleged victim's education or educational environment; and
11. the totality of the circumstances, including the context in which the alleged incidents occurred.

Complaints Involving District Employees

The Harassment Investigation Committee is appointed by the Superintendent or his/her designee. The Chief Human Resource Officer, or his/her designee, will identify members of the District's Harassment Investigation Committee to conduct the investigation of complaints made under this policy involving employees. The Chief Human Resource Officer of the Harassment Investigation Committee may decide to have the complaint investigated by an independent individual or entity. The Investigation Committee will also consider whether any action should be taken to protect the Complainant from harassment or retaliation during the investigation. The Committee members shall consult with the Chief Human Resource Officer before recommending any change in work assignment or schedule.

If, after interviewing the Complainant, the Investigation Committee determines that the complaint is not within its jurisdiction because it does not allege a possible violation of this policy, they will forward their findings in writing to the Chief Human Resource Officer. The Chief Human Resource Officer shall take whatever action or referral as may be appropriate and will maintain the record of the complainant and disposition.

The investigation and report shall be completed within 10 school days after receipt of the complaint. In unusually complicated cases or in extraordinary circumstances that may require additional time, the complainant will be notified in writing that additional time will be required to properly investigate. The investigatory report shall include: (1) the name(s) of the alleged victim and the person reporting the allegation; (2) the nature of the allegation, a description of the incident, and the date and time of the alleged incident; (3) the name(s) of all persons alleged to have committed the harassment; (4) the name(s) of all witnesses to the alleged incident; (5) any written statements of the reporter, the alleged victim, the alleged harasser, and witnesses; (6) the response of school personnel, including the date any incident was reported to law enforcement; and (7) an assessment as to whether the allegations are substantiated and whether they constitute a violation of this policy. In cases alleging race or national origin discrimination, the report shall also include the race or national origin of the complainant, the accused and of all witnesses.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed and others who have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents which may be relevant to the particular allegations. The parties involved may submit any relevant evidence and the names of witnesses.

In determining whether the alleged conduct constitutes a violation of this policy by a preponderance of the evidence, including whether a hostile environment exists, the Investigation Committee shall consider and document in the investigatory report:

1. the nature of the behavior;
2. how often the conduct occurred;
3. whether there were past incidents or continuing patterns of behavior;
4. the relationship among the parties involved;
5. the race, national origin, sex and age of the alleged victim;
6. the race, national origin, sex and age of the alleged harasser;
7. whether the alleged harasser was in a position of power over the alleged victim;
8. the number of alleged harassers;
9. where the harassment occurred;
10. whether the conduct adversely affected the alleged victim's education or educational environment; and
11. the totality of the circumstances, including the context in which the alleged incidents occurred.

The Investigation Committee shall submit its final report and recommendation to the Chief Human Resource Officer. If an outside investigator is used, the investigator shall submit a report and recommendation to the Chief Human Resource Officer. The Chief Human Resource Officer will either issue a final decision regarding whether or not the complaint of unlawful harassment was substantiated, or request that further investigation be conducted.

Privacy/Confidentiality and Record Keeping

The School district will respect the privacy of the Complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Absolute confidentiality for all purposes is not always possible and should not be expected.

All complaints and reports generated under this policy involving employees shall be forwarded to and maintained by the Chief Human Resource Officer or his/her designee. All complaints and reports generated under this policy involving students only will be maintained by the Building Principal. Each principal will provide an annual report to the Superintendent's office detailing the number and type of complaints received and the disposition of those complaints.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against prohibited harassment and in cases of substantiated harassment will fashion a remedy that is reasonably calculated to end the harassment, to remedy its effects, and to prevent further harassment or retaliation. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including discharge of an employee or the suspension/expulsion of a student. When imposing discipline or another remedy, the Principal or Chief Human Resources Officer will consider the totality of the circumstances involved in the matter.

In cases involving students only, the building principal will handle discipline in accordance with the Student Discipline Code. In cases involving employees, the Chief Human Resource Officer, or where the Chief Human Resource Officer so directs, the supervisor, shall institute disciplinary proceedings. All disciplinary action against employees will be taken in accordance with applicable State law and the terms of any applicable collective bargaining agreement(s).

In those cases where prohibited harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

The Chief Human Resource Officer or Principal will inform the Complainant and alleged harasser of the decision.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of prohibited discriminatory practices. The Superintendent or designee will develop a training plan and provide appropriate training to members of the School District community, including administrators, school level and security personnel, and human resources personnel, related to the implementation of this policy. All training will be age and content appropriate.



Book BOARD POLICY MANUAL
 Section Section I: Instruction
 Title Interscholastic Extracurricular Eligibility
 Number IGDK
 Status Active
 Legal ORC 2305.23; 2305.231
 ORC 3313.535; 3313.66; 3313.661
 ORC 3315.062
 OAC Chapter 3301-27
 Adopted August 18, 2009
 Last Revised September 25, 2012
 Last Reviewed September 11, 2012

The Board believes that participation in interscholastic extracurricular activities is a privilege that students earn through academic achievement and conduct. While the Board encourages student participation in interscholastic extracurricular activities, and while the Board supports strong and competitive interscholastic extracurricular programs, the Board also recognizes its obligation to establish academic criteria regarding participation in interscholastic extracurricular activities.

Goal

The District’s goal is to have all students participating in interscholastic extracurricular activities earn a 2.0 or better GPA for the preceding grading period. In support of this goal, the District is establishing the following guidelines regarding eligibility requirements for participation in interscholastic extracurricular activities.

Seventh and Eighth Grade

A student enrolled in the seventh 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 in grades 7 or 8 must be currently enrolled and must have been enrolled in school in the immediately preceding grading period and receive passing grades during that grading period in of those subjects carried the preceding grading period in which the student was enrolled.

High School

GRADE 9 (The ninth grade section applies only to first year freshmen, freshmen repeaters fall under the criteria established for grade 10)	PASS/FAILURE REQUIREMENTS	GRADE POINT AVERAGE REQUIREMENTS
ELIGIBILITY REQUIREMENTS FOR FIRST QUARTER	The student must receive passing grades of the subjects	



Eligibility Rules

OHSAA Rule

Ohio High School Athletic Association prohibits students from participating in inter-scholastic athletics during a grading period if they did not receive passing grades in a minimum of five (5) one-credit courses (or the equivalent) during the preceding grading period.

Toledo Public Schools Rules

Toledo Public Schools prohibits students from participating in inter-scholastic athletics during a grading period if they did not receive passing grades in a minimum of five (5) one-credit courses (or the equivalent) during the preceding grading period. (Note: Physical Education is not equivalent to a one-credit course and thus does not count towards one of the five (5) courses.

Grade Point Average Requirements

- Below 1.0 Ineligible
- 1.0 - 1.5 Academic Probation
- 1.51 – 1.7 Eligible if participating in tutoring/study table
- Above 1.7 Eligible

Summer School

While students may enhance their grade point average from the preceding grading period through summer school, summer school is not considered a grading period.

Academic Probation

Any student participating in interscholastic extracurricular activities may apply to the Athletic Director for academic probation status. No student may be placed on academic probation more than once during his or her high school career. Any student who does not earn the minimal GPA requirement (1.51) during the grading period of academic probation is ineligible for participation in extracurricular activities until the required GPA is earned.

While on academic probation, a student must attend a minimum of three tutoring/study table sessions to retain eligibility for the following week. Failure to bring class assignments means that that attendance at the tutor/study table session will not count.

Students who do not fulfill the tutor/study table requirements and thus become ineligible will be able to practice with their team but may not dress, sit, travel, or participate with the team at a school event.

Guidelines for Student Athletic Eligibility

Produced By The Ohio High School Athletic Association
For School Counselors

Revised 4/15



As a school counselor, you are a vital link of the OHSAA team in efforts to promote scholarship and protect the eligibility of students. Information contained on this card will acquaint you with the OHSAA scholarship bylaws and regulations. In addition to the OHSAA standards, your school may have other standards that apply. **Any questions you have concerning standards should be reviewed with your school principal or athletic administrator.**

NOTE: In addition to any local standards or state mandated standards (GPA), the OHSAA standards must be met without exception in order to maintain athletic eligibility.

OHSAA Bylaws for Students in Grades 7-12

Please familiarize yourself with the following OHSAA Bylaws:

- All beginning seventh graders are eligible insofar as the scholarship bylaw.
- All beginning ninth graders must have passed a **minimum of five** of all subjects in which enrolled the immediately preceding grading period.
- Eligibility for each grading period is determined by grades received in the preceding grading period. Per Bylaw 4-4-1, a grading period is defined as the school's Board-adopted calendar (e.g. six week, nine week, 12 week or semester). **Semester and yearly grades have no effect on OHSAA eligibility.**
- **Grades 9-12:** To be eligible, a student-athlete must have received passing grades in a minimum of **five** one-credit courses, or the equivalent, in the immediately preceding grading period (**Note:** Students taking post-secondary options must comply with these standards along with those participating via state law that permits home educated, non-public, community and STEM school students to participate at public schools in the district of residence of the parents).
- **Grades 7-8:** To be eligible, a student-athlete must have received passing grades in a minimum of five of all subjects in which enrolled the immediately preceding grading period. Students who are participating via state law that permits home educated, non-public, community and STEM school students to participate at public schools in the district of residence of the parents must also comply).
- For eligibility, summer school grades shall not be used to substitute for failing grades received in the final grading period of the regular school year or for lack of enough courses taken in the preceding grading period.

NOTE: "Grading period" is defined as your school's board-adopted calendar. In most school districts, this is a nine-week period, while some districts use six- or 12-week periods or semesters. It should also be noted, however, that interim, biweekly or weekly evaluations are not considered "grading periods," and restoration of eligibility is NOT permitted after such evaluations.

Examples of Determining Student Eligibility – Grades 9-12

Passing grades must have been received in a minimum of five one-credit courses, or the equivalent, in the immediately preceding grading period. To determine credit equivalency, multiply full-year courses by a factor of 1; semester courses by a factor of 2; twelve-week courses by a factor of 3; and nine-week courses by a factor of 4.

Example 1: 1st Nine-Week Grading Period

Subject	Grade	Credit & Duration	Factor	Credit Equivalency (Must Equal 5 Units or Equivalent)
English 10	C	1 - all year	1	$1 \times 1 = 1$
Spanish I	D	1 - all year	1	$1 \times 1 = 1$
Health	B	1/2 - semester	2	$1/2 \times 2 = 1$
Algebra	F	1 - all year	1	0
Computers	C	1/2 - semester	2	$1/2 \times 2 = 1$
Social Studies	C	1/2 - semester	2	$1/2 \times 2 = 1$
Total Credits				5 = eligible for 2nd grading period

Example 2: 4th Nine-Week Grading Period

Subject	Grade	Credit & Duration	Factor	Credit Equivalency (Must Equal 5 Units or Equivalent)
English	C	1 - all year	1	$1 \times 1 = 1$
O.W.E.	F	2 - all year	1	0
O.W.E.	D	1 - all year	1	$1 \times 1 = 1$
History	B	1 - all year	1	$1 \times 1 = 1$
Health	B	1/4 - semester	2	$1/4 \times 2 = 1/2$
Typing	C	1/4 - 4th 9 weeks	4	$1/4 \times 4 = 1$
Total Credits				4 1/2 = ineligible for 1st grading period of next school year

College Credit Plus – New for 2015-16

Note: If a student is participating in the College Credit Plus program, regardless of where or how the post-secondary course is delivered, the calculation of equivalency has changed. Please note that in accordance with Bylaw 4-4-1, all courses taken in College Credit Plus must count toward high school graduation.

It is highly recommended that you review the program requirements and obtain a copy of the regulations governing College Credit Plus. This information can be found at www.ohiohighered.org/ccp. In addition, eligible student selecting to participate in CCP must be certain that 1.) The faculty members at the post-secondary institution understand that they will need to provide grades or a progress report at the time when the high school's grading period is over, and 2.) The student-athlete is taking enough post-secondary course work exclusively or between the post-secondary institution and the high school combined to be equivalent to five one-credit courses. Calculating equivalency of credits in the post-secondary institution is conducted in the same manner as in the high school, based on the Carnegie unit. **College courses for which three or more semester hours of credit are earned shall be awarded one Carnegie unit. Fractional Carnegie units will be awarded proportionately.**

Examples of CCP options:

Example 1: 1st Nine-Week Grading Period

Subject	School	Credit & Duration	Credit Equivalency (Must Equal 5 Units or Equivalent)
History	High	1 (year course)	$1 \times 1 = 1$
Literature	CCP	3 semester hours	$1 \times 2 = 2$
Calculus	CCP	5 semester hours	$1 \times 2 = 2$
Biology	CCP	3 semester hours	$1 \times 2 = 2$
Total Credits			7 = eligible for 2nd grading period provided five credits passed.

The factor of 2 is used for post-secondary institutions that are on the semester system.

(Over)

Example 2: 4th Nine-Week Grading Period

Subject	School	Credit & Duration	Credit Equivalency (Must Equal 5 Units or Equivalent)
French	CCP	5 semester hours	$1 \times 2 = 2$
Sociology	CCP	3 semester hours	$1 \times 2 = 2$
Computers	CCP	2 semester hours	$.67 \times 2 = 1.34$
Geology	CCP	3 semester hours	$1 \times 2 = 2$
Total Credits			7.34 = eligible for 1st grading period of next school year provided five credits passed

The factor of 2 is used for post-secondary institutions that are on the semester system. Note that this student is taking all courses in CCP, which is acceptable.

Block Scheduling

Block scheduling or double blocking of courses does not change the calculation of credit equivalencies as required in OHSAA bylaws. Courses taken over one semester or one quarter (9-week period) carry a factor of 2 and 4, respectively. Therefore, if a student takes an English course during the first semester only and receives one credit for passing that course, that class carries an equivalency of 2 (1 credit x the factor for a semester course (2) = 2). Examples of block scheduling:

Example 1: 1st Nine-Week Grading Period

Subject	Grade	Credit & Duration	Factor	Credit Equivalency (Must Equal 5 Units or Equivalent)
English 10	C	1 - semester	2	$1 \times 2 = 2$
Spanish 2	C	1 - semester	2	$1 \times 2 = 2$
Health	B	1/4 - 1st 9 weeks	4	$1/4 \times 4 = 1$
Total Credits				5 = eligible for 2nd grading period

Example 2: 3rd Nine-Week Grading Period

Subject	Grade	Credit & Duration	Factor	Credit Equivalency (Must Equal 5 Units or Equivalent)
Calculus	B	1 - semester	2	$1 \times 2 = 2$
French	C	1 - semester	2	$1 \times 2 = 2$
Phys. Ed	A	1/4 - semester	2	$1/4 \times 2 = 1/2$
Total Credits				4 1/2 = ineligible for 4th grading period

For information on Credit Flex as it relates to OHSAA eligibility standards, please go to www.ohsaa.org/eligibility/default.asp

Examples of Determining Student Eligibility – Grades 7-8

Passing grades must have been received in a minimum of five of all subjects in which enrolled in the immediately preceding grading period. All courses in which a student receives a grade count toward this eligibility requirement.

Example 1: 1st Nine-Week Grading Period

Subject	Grade
English	F
Math	B
Home Economics	B
Computers	C
Music	C
Health	F
Credits Passed	4 of 6 classes = NOT eligible for 2nd grading period

Example 2: 3rd Nine-Week Grading Period

Subject	Grade
English	F
Math	D
Industrial Arts	C
Music	B
Computers	B
Physical Education	B
Credits Passed	5 of 6 classes = eligible for 4th grading period

Quick Reference for Protecting Student Eligibility

- Parents and students share the responsibility to comply with scholarship standards. Therefore, a student should be advised not to drop a class without first consulting with the athletic administrator to determine whether it will affect athletic eligibility.
- Advise any student-athlete who desires to transfer that transferring may affect eligibility. At the beginning of the ninth grade year, students may enroll in and attend any member school that accepts him or her. Once eligibility has been established at a member school, a student who transfers will be ineligible for all contests until the first 50 percent of the maximum allowable regular season contests have been competed in any sport in which the student participated during the previous 12 months unless one of the exceptions to the transfer bylaw is met. Should one of your student-athletes plan to transfer, set up a meeting between the student-athlete, his/her parents and your school principal or athletic administrator to review what effect the transfer will have on athletic eligibility.
- Be knowledgeable of the OHSAA eligibility requirements.
- Attempt to identify students who are or may become athletes when reviewing class schedules. *Insure that student-athletes are taking enough courses to meet the eligibility requirements so that they may participate the next grading period.*
- Work closely with the coaches and athletic director.
- Contact the athletic director or principal on questions pertaining to eligibility and ask them to discuss any unresolved issues with the administrators in the OHSAA office who handle eligibility issues.

NOTE: The OHSAA has no minimum grade point (GPA) requirement, thus issues regarding eligibility when only the GPA is of concern is strictly a local school district matter and not an OHSAA matter.

For additional information, contact:

Ohio High School Athletic Association

4080 Roselea Place, Columbus, Ohio 43214

Office Hours: Monday - Friday 7:30 a.m. - 4:30 p.m.

Telephone: (614) 267-2502 • Fax: (614) 267-1677 • Website: ohsaa.org

The complete text of the Bylaws and Regulations is published in the OHSAA Handbook, which is mailed to your school each summer and is posted on the OHSAA website.

“Parent’s Right to Know”

Dear Parent/Guardian of TPS Student;

As a parent/guardian with a student attending a Toledo Public School that receives Title I funds, you have the right to know the qualifications of your child’s classroom teacher. The federal No Child Left Behind (NCLB) Act requires that any local school district receiving Title I funds must provide the following information to parents/guardians who ask about the professional qualifications of their child’s classroom teacher:

- Whether the teacher has met the Ohio teacher licensing criteria for the grade level and subject areas in which the teacher provides your child instruction.
- Whether the teacher is teaching under an emergency or temporary status that waives state licensing requirements.
- The undergraduate degree major of the teacher and any other graduate degree or certification (such as National Board Certification) held by the teacher and the field of discipline of certification or degree.
- Whether your child is provided services by instructional paraprofessionals and, if so, their qualifications.

All requests must be made in writing and should include the following information: student’s full name, legal parent/guardian’s full name, address, city, state, zip code and teacher’s name. Your request can be sent to the Thurgood Marshall Educational Services Campus , Human Resources Department, 1609 N. Summit Street Toledo, OH 43604



STUDENT CONDUCT

A PARENT'S GUIDE

2016 - 2017 School Year

City - Wide Student Discipline Code

Basic Rules

- Attend Classes
- No Alcohol or Other Drugs
- No Weapons
- No Gambling
- No Smoking
- All individuals must be treated "with respect for their dignity, welfare and material goods."

The following discipline code is applicable to all schools in the Toledo Public Schools System. Violations or infractions of the following rules may lead to suspension or expulsion. Violations of rules so designated will result in mandatory expulsion.

Regardless of where violations occur, a student may be suspended or expelled if the misconduct is directed at a Toledo Public Schools' official or employee or the property of a Toledo Public Schools' official or employee. A student may also be suspended or expelled if the student's misconduct occurs on property that is not owned or controlled by the school district, so long as the action is connected to activities or incidents that have occurred on property that is owned or controlled by Toledo City Schools.

These rules apply to all school related activities and behavior to and from school including school bus conduct. Special education students are also subject to the discipline code, however, services must be maintained after 10 days of suspension.

ATTEND CLASSES

A student shall not be tardy in arriving at school or in the classroom, nor shall a student be absent from study halls, classes or other properly assigned activities without an excuse approved by the principal or the principal's designee. *A student with a habitual attendance problem, i.e., 10 days of unexcused absences in a quarter shall be referred for an attendance hearing.

NO ALCOHOL OR OTHER DRUGS

A student shall not possess, use, conceal, sell, offer to sell, or be under the influence of alcohol or illegal drugs, any controlled and/or counterfeit controlled substances, or any other substance that causes physical or mental change, without a doctor's prescription. Sale or distribution of any of the foregoing will result in mandatory expulsion, and may result in a permanent exclusion.

NO WEAPONS

A student shall not possess, handle, transmit, conceal, or use a dangerous weapon or any instrument capable of harming

another person. Any instrument used to physically harm another person is considered to be a weapon. Violation of this rule will result in mandatory expulsion, and may result in a permanent exclusion.

NO GAMBLING

A student shall not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.

NO SMOKING

A student shall not smoke, use, or possess any tobacco substance on school property or at any activity supervised by the school.

Arson- a student shall not burn property nor cause property to be burned. Violation of this rule will result in mandatory expulsion.

Breaking and Entering- a student shall not forcibly enter a school building.

Disorderly Conduct -a student shall not, by use of violence, force, coercion, threat, harassment, or insubordination cause obstruction to the educational process, including all curricular and extracurricular activities.

Gang Activity - A student shall not, by use of gang relationship or gang activity cause obstruction to the educational process, including all curricular and extracurricular activities.

Explosives-a student shall not possess, handle, transmit, conceal or use any fireworks, explosive device or substance which can be used as an explosive. Violation of this rule will result in mandatory expulsion.

Extortion-a student shall not obtain nor attempt to obtain another person's property or services by threat or coercion, expressed or implied.

False Fire Alarm or Bomb Report-a student shall not cause a false alarm of fire to be sounded, nor shall a student falsely communicate or cause to be communicated that a bomb is located in a building or on the premises of a building owned by or being used by the Toledo City School District. Violation of this rule will result in mandatory expulsion.

Tampering with Fire Alarm or Equipment- a student shall not damage or otherwise tamper with a fire alarm system or equipment.

False Identification- a student shall not refuse to provide identification to authorized school personnel; a student shall not use another person's bus pass or authorized school identification card.

Fighting- a student shall not physically fight with another person.

Forgery- a student shall not sign the name of another person for the purpose of misleading school personnel.

Harassment - a student shall not physically, orally, or in written format threaten or intimidate another student or staff member based on that person's race, color, creed or religious affiliation, ethnicity or national origin, disability, age, gender, sex or sexual

orientation. This includes any unwelcome sexual advances in oral, physical, symbolic, or written format.

Physical Assault- a student shall not knowingly or recklessly cause or attempt to cause physical harm to another. Violation of this rule will result in mandatory expulsion, and may result in a permanent exclusion.

Profanity and/or Obscenity- a student shall not, verbally or by written word, direct profanity to any person, nor shall a student insult any person by obscene act.

Robbery- a student shall not take another person's property by force or threat of force.

Sexual Activities- a student shall not engage in sexual activity on school premises or at school related activities. (See Ohio Revised Code, Sec. 2907.01).

Sexual Assault- a student shall not sexually assault another person. Violation of this rule will result in mandatory expulsion.

Student Dress Code - a student must abide by the Toledo Public Schools' dress code policy and regulations.

Theft- a student shall not take property which does not belong to the student.

Trespass- a student shall not enter upon the premises of any school without proper authorization or while under suspension, expulsion or removal; a student shall not enter upon any restricted area,

including but not limited to student lockers, storage areas, and classrooms, without proper authorization.

Failure To Follow Directives- a student shall comply with the directions of authorized school personnel during any period of time when the student is properly under the authority of the school.

Vandalism- a student shall not willfully cause destruction or defacement of property, including vehicles, if the offense is school related. Serious vandalism will result in mandatory expulsion. (Serious vandalism is vandalism which causes damage to property in the value of \$150 or more.)

Repeated Violation of Any of the Above - a student who repeatedly violates any of the above provisions may be expelled.

Other Good and Just Cause- a student may be suspended or expelled for other good and just cause. Included in this category is the possession and/or use of non-smokable tobacco products. These offenses must be specifically listed on the suspension/expulsion forms.

Outline of Due Process Procedures

Suspension

The Ohio Revised Code provides that a superintendent or principal may suspend a child from school for not more than ten days.

1. A student will be given a written notice of the intent to suspend which includes the specific reason(s) for the action.
2. A student will be given the opportunity to appear at an informal hearing to challenge the reason(s) for the intended suspension, or to otherwise explain his/her actions.
3. Suspension may be invoked immediately, after steps 1 and 2 above.
4. Within 24 hours after the time of suspension, a written notice will be provided the student and the parent, which includes among other things, the reasons for such suspension, the right of the student or parent to appeal the action, and the right to be represented in the appeal by a representative of choice.

Removal

A student may be removed from the school setting without the formal suspension and expulsion procedures when it is determined that his/her presence poses continuing danger to persons or property or an ongoing threat of disrupting the academic process.

Expulsion

The Ohio Revised Code provides that a superintendent may expel a pupil from school for periods up to eighty (80) days, and that a student is subject to a one (1) year expulsion for bringing a gun or a dangerous weapon on school property.

1. A student will be given a written notice of the intent to expel which includes the specific reason(s) for the action.
2. Parents are advised of the intended action by telephone, when possible, and a copy of the notice is mailed within 24 hours which advises the student and the parent:
 - A. For an Intent to Expel, a formal hearing is scheduled to be conducted not sooner than three days nor later than five days from the date of the notice to expel; for a Removal with Intent to Expel, the formal hearing must be heard within 72 hours (school days) of the time of removal.
 - B. The time and place of the hearing
 - C. The reason(s) for the intended expulsion
 - D. The right of the student or the parent to challenge the reason(s) for the intended expulsion or explain the student's actions
 - E. The right to be represented at the hearing by a representative of choice.

During a period of suspension, expulsion, or removal the student may not enter into any school building or be on the premises of a building owned by or being used by the Toledo City School District; nor may the student attend or participate in any school related activities

Recommended and Mandatory Penalties for Violations of Student Discipline Code in all Schools of the Toledo Public Schools System. A copy of this chart shall be posted in a central location in each school. Individual copies are available upon request.

VIOLATIONS OR INFRACTIONS	SUSPENSION	EXPULSION
Non-attendance (skipping) of Classes	•	•
*Illegal Drugs or Alcohol Drug Paraphernalia, Possession, Use	•	•
*Distributing, Selling, Offering to Sell Illegal Drugs or Alcohol		•
*Possession / Use of Firearms (guns)		•
Possession of Non-firearm weapon; Non-threatening; Non-Use	•	•
*Use of, or threat of, Non-firearm Weapon		•
Gambling	•	
Smoking	•	
*Arson or Attempted Arson		•
*Breaking and Entering	•	•
Disorderly Conduct	•	•
Gang Activity	•	•
Dress Code	•	
Explosives		•
Extortion	•	•
*False Fire Alarm or Bomb Report		•
Tampering with Fire Alarm or Equipment	•	•
False Identification	•	
Fighting	•	•
Forgery	•	
Harassment	•	•
Physical Assault		•
Profanity and/or Obscenity	•	•
Robbery		•
*Sexual Assault		•
Sexual Activity	•	•
*Theft	•	•
Trespass	•	
Failure to Follow Directions	•	
Vandalism	•	•
*Serious Vandalism		•
Repeated Violations of any of the above		•
Other Good and Just Cause	•	•

The penalty of mandatory expulsion for selected offenses as listed above may be waived at the discretion of the building principal if the child involved is in the primary grades (K-3).

*A police report shall be made in accordance with the agreement between the Board of Education and the Toledo Federation of Teachers. A police report may be made on any offense not starred if such a report appears warranted.

When considering suspension or expulsion of a handicapped child or a child on a 504 plan the provisions of PL 94-142 or Section 504 apply.

Adopted: 11/27/79 Revised: 9/95 Revised: 8/96 Revised: 8/97 Revised: 8/00 Revised: 8/01 Revised: 8/04

Searches - Student Lockers, Desks and Other School Property

1. Students shall not keep in their lockers or desks any other prohibited items referred to above. Those items include drugs, alcohol, weapons or property of another (including school property) which the student is not authorized to possess.

2. School lockers and desks which have been assigned to a student are and remain school property. They may be inspected at any time by school officials. Prohibited items uncovered during a search may be seized and the student will be subject to expulsion or suspension.

3. Each student has an obligation to open his locker at the request of school officials for inspection. Each student shall have an opportunity to be present during an inspection of his locker unless the student is absent from school or the safety and welfare of the school or other students requires an immediate search.

4. The student or the personal property which the student has brought onto the school grounds may be searched when a school official has reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law, or the rules, regulations or policies of the school regarding student discipline as described in the STUDENT DISCIPLINE CODE OF THE TOLEDO PUBLIC SCHOOLS.



Mission

Toledo Public Schools' mission is to produce competitive college and career ready graduates through a rigorous curriculum across all grade levels by implementing Ohio's New Learning Standards with fidelity.

Vision

Toledo public Schools' strives to be an "A" rated district whose graduates are college and career ready.

HIGH SCHOOL STUDENT DRESS CODE – 2016-17 school year

Toledo Public Schools has adopted the following dress code for all students who attend one of the district's traditional, comprehensive high schools, which includes: Bowsher, Rogers, Scott, Start, Waite and Woodward. It is expected that all students will comply with the dress code, beginning with the first day of school. Parents and students are equally responsible for the appearance of the student.

The purpose of Toledo Public School's High School dress code is:

- To enhance school safety
- To support the learning environment
- To promote good behavior
- To avoid discipline problems
- To prepare students for the world of work.

The following items are **NOT** appropriate:

1. Clothing/grooming that illustrates or promotes drugs, alcohol, tobacco and/or sex and that could be considered offensive or degrading to others; have symbols of hate or oppression; reference gang membership or present a hazard to an individual or other people.
2. Clothing/grooming that is disruptive to the educational process:
 - a. Undergarments should not be visible at any time (this includes underwear, bras, etc.)
 - b. Skirts or shorts must be no higher than just above the knee.
 - c. Spaghetti straps, halter tops, tube tops or tank tops are not allowed.
 - d. Cleavage should not be visible at any time.
 - e. Holes/tears in jeans are **not** permitted.
 - f. Tight, form-fitting clothing is not permitted. Tights and leggings are allowed if the front and back are covered by a long shirt, skirt or dress.
3. Clothing/grooming that is deemed **unsafe** for the classroom or school environment, including but not limited to hats/coats/outerwear/gloves, etc.
4. Clothing/grooming that does not reflect good personal hygiene.
5. Tops and bottoms that do not overlap while standing or seated (i.e. no midriffs).
6. Pajama pants, including pants made of flannel or fleece.

Additional guidelines:

- A. Hooded sweatshirts are permitted as long as hoods are not worn or does not cover the head.
- B. Footwear must be worn at all times. For safety considerations, all footwear must be adequately secured to the foot with heels no higher than two inches.
- C. Slippers, shoes with retractable skates, cleats, or footwear with flexible, soft soles (flip flops, beach shoes, etc.) are not permitted.
- D. Shoes that expose the feet or toes are not allowed in shop areas or in science classes when chemicals are being used.
- E. Hair curlers/rollers/bonnets/wraps/bandanas/hair pics are not permitted. Sunglasses are not to be worn inside schools/buildings.
 - These guidelines are to be followed on all days when school is in session and for school-sponsored events where students are actively participating and/or representing Toledo Public Schools.
 - The school administration shall determine the appropriateness of student dress and grooming, acting in the best interests of establishing and maintaining a safe and effective learning environment for the benefit of the school.

Students who do not comply with the dress code are subject to progressive disciplinary action.

TOLEDO PUBLIC SCHOOLS

2016-2017 Student Attendance Calendar

Weeks of Qtr.	Days of Year	2016					Weeks of Qtr.	Days of Year	2017				
		M	T	W	T	F			M	T	W	T	F
		AUGUST 10 days							JANUARY 20 days				
		1	2	3	4	5	1	87	(2)	3	4	5	6
		8	9	10	11	12	2	92	9	10	11	12	13
1	2	15	16	*17	**18	19	3	96	(16)	17	18	19	20
2	7	22	23	△24	25	26	4	101	23	24	25	26	27
3	10	29	30	31			5	103	30	31			
		SEPTEMBER 21 days							FEBRUARY 19 days				
					1	2	5	106			1	2	3
3	12						6	111	6	7	8	9	10
4	16	(5)	6	7	8	9	7	116	13	14	15	16	17
5	21	12	13	14	15	16	8	120	(20)	21	22	23	24
6	26	19	20	21	22	23	9	122	27	28			
7	31	26	27	28	29	30							
		OCTOBER 21 days							MARCH 23 days				
		3	4	5	6	7	9	125			1	2	3
8	36						1	130	6	7	8	9	10
9	41	10	11	12	13	14	2	135	13	14	15	16	17
1	46	17	18	19	20	21	3	140	20	21	22	23	24
2	51	24	25	26	27	28	4	145	27	28	29	30	31
3	52	31											
		NOVEMBER 20 days							APRIL 14 days				
			1	2	[3]	[4]	5	150	3	4	5	6	7
3	56						6	154	10	11	12	13	(14)
4	61	7	8	9	10	11	X		(17)	(18)	(19)	(20)	(21)
5	66	14	15	16	17	18	7	159	24	25	26	27	28
6	69	21	22	23	(24)	(25)							
7	72	28	29	30									
		DECEMBER 11 days							MAY 21 days				
					1	2	8	164	1	2	3	4	5
7	74						9	169	8	9	10	11	12
8	79	5	6	7	8	9	10	174	15	16	17	18	19
9	83	12	13	14	(15)	{16}	11	179	22	23	24	25	26
X		(19)	(20)	(21)	(22)	(23)			29	{30}	{31}		
X		(26)	(27)	(28)	(29)	(30)							
		JUNE 0 Days							IMPORTANT DATES				
									01/06/2017	Deadline-O.O.D. Apps. (per Bd. Pol. JECBD)			
									10/14/2016	End of 1st Quarter (41 days)			
									12/15/2016	End of 2nd Quarter (42 days)			
									12/15/2016	End of 1st Semester (83 days)			
									03/10/2017	End of 3rd Quarter (47 days)			
									05/31/2017	End of 4th Quarter (50 days)			
									05/31/2017	End of 2nd Semester (97 days)			

- * 08/17/2016 All Schools-Teacher Inservice-No Students
- ** 08/18/2016 All Students Report
- △ 08/24/2016 First Day of Kindergarten
- [] 11/03-04/2016 Parent/Teacher Conf. - Elem Schools
- { } 12/16/2016 All Schools - Teacher Work Day - No Students
- { } 05/30/2017 All Schools - Teacher Inservice - No Students
- () Holidays & Vacation Days in Parentheses
- Quarter Ending Dates in Circles
- End of Semester
- ∩ High School Exam Dates

- 01/06/2017 Deadline-O.O.D. Apps. (per Bd. Pol. JECBD)
- 10/14/2016 End of 1st Quarter (41 days)
- 12/15/2016 End of 2nd Quarter (42 days)
- 12/15/2016 End of 1st Semester (83 days)
- 03/10/2017 End of 3rd Quarter (47 days)
- 05/31/2017 End of 4th Quarter (50 days)
- 05/31/2017 End of 2nd Semester (97 days)

High School Exam Dates

1st Semester - December 13, 14 & 15, 2016
2nd Semester - May 24, 25 & 26, 2017

Revised BOE approved 5.26.15

SUNGARD 2016-2017
GRADES K-8 AND SENIOR HIGH SCHOOL EXAM/GRADE REPORT CALENDAR

Tuesday	September 20	Interim Reports mailed
Friday	October 14	End of 1st Quarter
Friday	October 21	Grade Reports HELD– Grades 1-8
Friday	October 21	Grade Reports mailed – Senior High
Thurs/Fri	November 3/4	Parent-Teacher Conferences-Grades K-8

Monday	November 21	Interim Reports mailed
Mon-Thurs	December 12-15	1st Semester exams - Senior High/EHSO
Thursday	December 15	End of 2nd Quarter and 1st Semester
Tuesday	January 10	Grade Reports mailed – Grades K-8
Wednesday	January 11	Grade Reports mailed – Senior High

Thursday	February 9	Interim Reports mailed
Friday	March 10	End of 3rd Quarter
Tuesday	March 21	Grade Reports mailed – Grades K-8
Wednesday	March 22	Grade Reports mailed – Senior High

Thursday	April 13	Interim Reports mailed
Tuesday-Fri	May 23-26	2nd Semester exams Senior High/EHSO
Wednesday	May 31	End of 4th Quarter and 2nd Semester
Thursday	June 8	Grade Reports mailed – Grades K- 8
Friday	June 9	Grade Reports mailed – Senior High

2016-2017 TPS High Schools Testing Calendar

High Schools		2016-2017
OGT-Ohio Graduation Test	Students who will be graduating in 2017 and have not passed all 5 tests	Oct 24-Oct 28 Make-ups: Oct 31-Nov 4
PSAT	Gr. 10	Oct 19 Make-up: Nov 2
End-of-Course Social Studies Exam (if course is offered 1 st semester) & Retakes (All Exams)	American Government (End of Course Exam)	American Government: Dec. 5-9 Retakes: Dec 5-Jan 10
Career Tech Webxam	Career Tech (Fall End of Course Exams)	Must be Completed by Dec 15
OELPA (Replaces OTELA)	Gr. 9-12	Feb 6-March 4
AASCD-Alternate Assessment for Students with Significant Cognitive Disabilities	Gr.10 students, Gr. 11 & 12 students who have not tested	Feb 21-March 24
OGT-Ohio Graduation Test	Students who will be graduating in 2017 and have not passed all 5 tests	March 13-17 Make-ups: March 20-24
Spring ACT	Grade 11	March 21 and/or April 19 <i>(Tentative Administration dates-final date(s) will be based on a Fall 2016 discussion with APs of Curriculum, Test Coordinators, and Test Advisory Committee)</i> Make-ups: May 3
AIR-American Institute Research English Language Arts & Retakes	EHSO & Grade 9 & 10 ELA I, ELA II	March 13-31
AIR-American Institute Research Math, Science, and Social Studies Testing & Retakes	Biology, American History (Studies), American Government (all grades) Algebra I, Geometry	April 24-May12
Career Tech Webxam	Career Tech (Spring End of Course Exams)	Must Be Completed by April 27
ACT Enrichment Test	Students in ACT Enrichment Class	TBD
OGT-Ohio Graduation Test	Students who should have graduated in 2017 MUST have 10 hours of tutoring per subject area prior to testing	TBD

NOTE: Tests and dates are subject to change per ODE or at district level



Toledo Public Schools

The following sections need to be signed and returned to the schools.

Thank you for your prompt attention.

Toledo Agreement 2016-2017 School Year



A mutual agreement between Toledo Public Schools and Parents/Guardians of High School age children.

Toledo Public Schools Agree To:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.

Hold parent-teacher conferences during which this contract will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their children's progress.

Provide parents reasonable access to staff.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents/Guardians Agree To:

We, as parents, will support our children's learning in the following ways:

Teach my child the importance of respecting adults, other students and him/herself.

Make sure that homework is completed and submitted on time.

Emphasize to my child the enormous importance of good school attendance.

Encourage my child to read daily and use the Toledo Public Library.

Visit my child's school and take part in school activities.

A handwritten signature in black ink that reads "Dr. Thomas Durant".

Fall, 2016

Superintendent



Toledo Public Schools

ACCEPTABLE USE, E-MAIL, & INTERNET SAFETY POLICY

Toledo Public Schools, hereafter referred to as TPS, is pleased to make available to students access to interconnected computer systems within the District and to the Internet.

In order for TPS to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. While the District's teachers and other Staff will make reasonable efforts to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Below is the Acceptable Use and Internet Safety Policy ("Policy") of TPS. Upon reviewing, signing, and returning the signature page, each student will be given the opportunity to enjoy Internet access at TPS subject to the conditions of the Policy. If a student is under 18 years of age, he or she must have his or her parents or guardians read and sign the Policy.

If any user violates this Policy, the student's access will be denied, if not already provided, or withdrawn and he or she may be subject to additional disciplinary action and/or legal action based on federal, state, and local law.

A) ACCEPTABLE USES

Educational Purposes Only. TPS is providing access to its computer networks and the Internet for educational purposes only. If you have any doubt about whether a contemplated activity is educational, you may consult with the person(s) designated by the District such as your teacher, an administrator, or building designated computer coordinator/ETRT to help you determine if the use is appropriate. The user in whose name an online service account is issued is responsible for its proper use at all times. Users shall keep personal account numbers and passwords private. They shall use this system only under the account numbers issued by the District. Students should note that all e-mail is not guaranteed to be private. TPS has the ability to view all e-mail sent or received through the network. Messages relating to or in support of illegal activities will be reported to the authorities. Network and Internet access is provided as a tool for your education. TPS 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 District and no user shall have any expectation of privacy regarding such materials.

B) UNACCEPTABLE USES

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

- 1) Uses that violate the law or encourage others to violate the law. Don't sell drugs, alcohol, or tobacco. Don't promote unethical practices or any activity prohibited by law or Board Policy. Don't view, transmit, or download pornographic materials or materials that encourage others to violate the law. Don't intrude into the networks or computers of others. Don't download or transmit confidential or trade secret information.
- 2) Copyrighted material may not be placed on the system without the author's permission. Even if materials on the networks are not marked with the copyright symbol, you should assume that all materials are protected unless there is explicit permission on the materials to use them.
- 3) Users shall not view, download, or transmit material that is threatening, offensive, obscene, disruptive, or sexually explicit or that could be construed as harassment, bullying, or disparagement of others based on their race, national origin, ancestry, citizenship status, sex, sexual orientation, gender identity, age, disability, religion, military status, political beliefs, or any other personal or physical characteristics.
- 4) Vandalism results in the cancellation of user privileges. Vandalism includes uploading/downloading any inappropriate material, creating computer viruses, and/or any malicious attempt to harm or destroy equipment or materials or the data of any other user.
- 5) Users shall not read another users' mail or files. Users shall not attempt to interfere with another users' ability to send or receive e-mail, nor shall they attempt to read, delete, copy, modify, or forge another users' mail.
- 6) No user may sell or buy anything over the Internet. Private information about you or others, including addresses, phone numbers, Social Security numbers, and credit card numbers should not be given to others.

- 7) Students are prohibited from attempting to bypass the District's filtering system. The use of a "Web Proxy" site is prohibited.

C) Netiquette. All users must abide by rules of network etiquette, which include the following:

- 1) Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.
- 2) Avoid language and uses which may be offensive to other users. Don't use computer or network access to make, distribute, or redistribute jokes, stories, or other material which is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
- 3) Don't assume that a sender of e-mail is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only be done with permission from the individual.
- 4) Do not use the network in such a way that will disrupt the use of the network by other users.
- 5) Students shall not engage in any form of cyber bullying or cyber threats. Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or website postings (including blogs) which has the effect of:
 - a) Physically, emotionally or mentally harming a student;
 - b) Placing a student in reasonable fear of physical, emotional, or mental harm;
 - c) Placing a student in reasonable fear of damage to or loss of personal property; or
 - d) Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.
- 6) Students are not to engage in "Sexting." Sexting is the act of sending sexually explicit or sexually provocative photos or video electronically, primarily between cell phones. Such photos and videos are often taken by the cell phone's own camera. The photos may also be transmitted by computer through e-mail, and/or posted to a website like Facebook or MySpace. Engaging in this activity, whether during school or outside of the premises, may result in disciplinary action.
- 7) Rules and regulations of online etiquette are subject to change by the administration.



Student Acceptable Use, E-mail, and Internet Safety Policy

STUDENT'S AGREEMENT

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the Acceptable Use, E-Mail & Internet Safety Policy of TPS. Should I commit any violation or in any way misuse my access to TPS's computer network or the Internet, I understand and agree that my access privilege may be revoked and District disciplinary action may be taken against me.

Student name (PRINT CLEARLY)

Home phone

Student signature

Date

Address

User (place an "X" in the correct blank): I am 18 or older _____ I am under 18 _____

PARENT'S OR GUARDIAN'S AGREEMENT

To be read and signed by parents or guardians of students who are under 18:

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 TPS's Acceptable Use and Internet Safety Policy for the student's access to TPS's computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the District to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the Policy. Further, I accept full responsibility for supervision of my child's or ward's use of his or her access account if and when such access is not in the District setting. I hereby give permission for my child or ward to use the building-approved account to access TPS's computer network and the Internet.

Student name (PRINT CLEARLY)

Parent or Guardian name(s) (PRINT CLEARLY)

Home phone

Parent or Guardian signature(s) Date

Address

_____ I **DO** want my student to be allowed to have an e-mail account.

_____ I **DO NOT** want my student to be allowed to have an e-mail account (This option does not prevent the student from having access to the internet, but will prevent him from having an e-mail option.)



Toledo Public Schools

Media Release Form Consent and Release of Liability

I _____ do hereby give Toledo Public Schools and its employees, agents, representatives or employees of legitimate news organizations my full permission to photograph, videotape, copyright, broadcast, reproduce, telecast/cablecast or use on social media platforms, including the Internet or Intranet, publish or otherwise use my child's works or my child's photo or likeness for educational, broadcast or news purposes. This is with the understanding that neither Toledo Public Schools nor its representatives will reproduce said photograph or likeness for any commercial value or receive monetary gain for use of any reproduction/broadcast of said photograph or likeness.

I am fully aware that I will not receive monetary compensation for my or my child's participation.

It is understood that Toledo Public Schools, its agents, representatives or legitimate news organizations may use this material with or without my name or my child's name at its discretion. I further release and relieve the Toledo Public Schools, members of the Board of Education, agents, employees or other representatives from any liabilities, known or unknown, that might arise out of the use of this material.

I _____, certify that I have read the Consent and Release of Liability statement and fully understand its terms and conditions. I understand that the opportunity to participate is given by Toledo Public Schools and I have full legal capacity to sign this Consent and Release for myself and/or my child.

Signature of Custodial Parent or Guardian

Student's Name (please print)

Relationship to Student

School

Address

Phone

I DO NOT GIVE PERMISSION TO USE MY CHILD'S PHOTO OR LIKENESS AS DESCRIBED ABOVE.

Signature of Custodial Parent or Guardian

Date



PARENTAL VIDEOTAPE/FILM PERMISSION FORM

RE: Videotape/Film

The videotape/film is directly and specifically related to the curriculum. Students will be given an adequate introduction and follow-up activities which will emphasize the concepts of curriculum to be learned.

_____ Teacher

_____ Subject

_____ has my permission to watch this videotape/film in class.

(Parent's Signature)

(Date)



Volunteer Information

Questions:

Can you give 1 hour per week during school time or immediately after school? _____

Do you consent to a nationwide criminal background check? _____

Do you have a school preference? _____

Do you represent a company or other organization? _____

I am available to volunteer as indicated below (please check day(s) and indicate hours):

Day: <input type="checkbox"/> Monday	Time available:	from _____ am/pm to _____ am/pm
<input type="checkbox"/> Tuesday	Time available:	from _____ am/pm to _____ am/pm
<input type="checkbox"/> Wednesday	Time available:	from _____ am/pm to _____ am/pm
<input type="checkbox"/> Thursday	Time available:	from _____ am/pm to _____ am/pm
<input type="checkbox"/> Friday	Time available:	from _____ am/pm to _____ am/pm

PLEASE PRINT ALL INFORMATION

Fax to (419) 242-2239

Mail to Partners In Education, 1530 N. Superior, Ste. 110, Toledo, OH 43604

or email to: info@partnerstoledo.org

Name _____

Address _____

City/State/Zip _____

Daytime Phone _____ Email Address: _____

SSN _____ Date of Birth _____
Month Day Year

For Partners In Education Use Only

Background Check: _____ MDBase: _____ Invoice: _____

School Placement: _____ Confirmation Email: _____



Notice About Release of Student Information

*Students who are 18 or older have the right to determine release or non-release of their information for themselves.

As a publicly funded school district, TPS is required to collect and record various types of student information and data. Student records are kept at school and central office locations. Under Ohio's Open Records Law, public schools are NOT required to share information in students' education records. However, public schools ARE obligated to fulfill requests for students' "directory information," unless the student's parent or guardian requests that this information be withheld.

Examples of "directory information" are a student's name, address, phone number, date/place of birth, major field of study, participation in officially recognized activities/sports, weight/height (if member of athletic teams), attendance records (dates for entering and leaving schools), and degrees/awards received.

Many different individuals, organizations and groups make requests for this information under Ohio's Public Records law. Some of the uses made of this information will be acceptable and in fact helpful to you and your family. Occasionally, you may judge that some contacts are not in your best interests. You are encouraged to consider carefully your personal level of concern with respect to this issue and make your decision whether or not you will permit release of this information.

District Policy on Recruitment of Students For College, Employment, or the Military

With significant public input, Toledo Public Schools recently reviewed and updated its policies regarding recruitment of students for college, employment or the military. While recruiters of all types (employment, education, service opportunities, or the military) will be given equal access to TPS high school students, TPS always will focus on its primary goal to educate students and not allow unwarranted disruption of the educational process by any organization or individual. If at any time a student under age 18 or his or her parents inform the school that no further contact between the student and any recruiter or recruiting organization is desired, the school will so inform the recruiter.

Military Recruiting and the Opt-Out Provision

This is your notice from Toledo Public Schools regarding the federal No Child Left Behind law requiring notice to parents of their right to "opt-out" of providing their student's directory information to military recruiters.

Total or Selective Opting-Out Form On the Back of This Letter

Please fill out the form on the back of this letter identifying which uses (if any) of your student's directory information you will permit.

Additional Information

Look for additional information on this subject in each high school's handbook. Handbooks are distributed at the beginning of each school year. Copies of the policies relating to recruitment can be found at each school and at the district website: www.tps.org, District & Board, Board of Education, April 25, 2006 Minutes (Policies KND and LEC). Please contact your student's high school if you want more information.

Sincerely
Dr. Romules Durant
Superintendent



RELEASE OF STUDENT INFORMATION FORM 2016-17 SCHOOL YEAR

Toledo Public Schools is required to provide directory information to organizations, individuals and groups under the Ohio Public Records Law unless a parent or guardian or student 18 years of age or older chooses to "opt out." If you agree to release of your student's information, you do not need to fill out this form. If you do not agree to release of your student's information, please mark your preferences by completing this form.

- GIVE NO INFORMATION TO ANY GROUP OR INDIVIDUAL
GIVE NO INFORMATION TO COLLEGES OR POST SECONDARY INSTITUTIONS
GIVE NO INFORMATION TO MILITARY RECRUITERS
GIVE NO INFORMATION TO EMPLOYMENT AGENCIES, COMPANIES, or BUSINESSES
GIVE NO INFORMATION TO NON-TPS SCHOOLS

Parent Release _____

Parent or Guardian's Name: _____ Parent or Guardian _____
Please print clearly Signature
Student's Name: _____ Date: _____
Please print clearly
Student's School: _____

Student Release (If 18 or older) _____

Student's Name: _____ Student: _____
Please print clearly Signature
Student's School: _____ Date: _____

Return this form to:

Your school's principal - the principal will forward to the Pupil Placement Office
By Mail: Student Data Office, 1609 N. Summit, 1st Floor, Toledo, Ohio 43604.
By Fax: 419-671-0070
By Email: sryan1@tps.org Return by: October 17, 2016

SECTION 3313.712, OHIO REVISED CODE
(Pursuant to S.B. 140,6/30/92)

As used in this section, "parent" means parent as defined in Section 3321.01 of the Ohio Revised Code.*

(A) Annually the board of education of each city, exempted village, local, and joint vocational school district shall, before the first day of October, provide to the parent of every pupil enrolled in schools under the board's jurisdiction, an emergency medical authorization form that is an identical copy of the form contained in division (B) of this section. Thereafter, the board shall, within thirty days after the entry of any pupil into a public school in this state for the first time, provide his parent, either as part of any registration form which is in use in the district, or as a separate form, an identical copy of the form contained in division (B) of this section.

When the form is returned to the school with Part I or Part II completed, the school shall keep the form on file, and shall send the form to any school of a city, exempted village, local, or joint vocational school district to which the pupil is transferred. Upon request of his parent, authorities of the school in which the pupil is enrolled may permit the parent to make changes in a previously filed form, or to file a new form.

If a parent does not wish to give such written permission, he shall indicate in the proper place on the form the procedure he wishes school authorities to follow in the event of a medical emergency involving his child.

Even if a parent gives written consent for emergency medical treatment, when a pupil becomes ill or is injured and requires emergency medical treatment while under school authority, or while engaged in an extra-curricular activity authorized by the appropriate school authorities, the authorities of his school shall make reasonable attempts to contact the parent before treatment is given. The school shall present the pupil's emergency medical authorization form or copy thereof to the hospital or practitioner rendering treatment.

Nothing in this section shall be construed to impose liability on any school official or school employee who, in good faith, attempts to comply with this section.

(B) The emergency medical authorization form provided for in division (A) of this section is as follows: (see reverse side)

*SECTION 3321.01, OHIO REVISED CODE
(Pursuant to S.B. 140, 7/1/81)

PARENT DEFINED

As used in this chapter, "parent", "guardian", or "other person having charge or care of a child" means either parent unless the parents are separated or divorced or their marriage has been dissolved or annulled, in which case "parent" means the custodial parent. If the child is in legal or permanent custody of a person or government agency, "parent" means that person or government agency. When a child is a resident of a home, as defined in section 3313.64 of the Revised Code, and his parent is not a resident of this state, "parent", "guardian", or "other person having charge or care of a child" means the head of the home.

Please fill out below and return to school.

TOLEDO PUBLIC SCHOOLS

EMERGENCY MEDICAL AUTHORIZATION

Student Name _____ School _____ H.R. _____

Address _____ Home Phone _____

Purpose-To enable parents and guardians to authorize the provision of emergency treatment for children who become ill or injured while under school authority, when parents or guardians cannot be reached. Date of Birth _____

Pertinent medical information may be shared with appropriate school personnel

Residential Parent/Guardian:

Mother's Name _____ Daytime Phone _____

Father's Name _____ Daytime Phone _____

Other's Name _____ Daytime Phone _____

Name of Relative or Childcare provider: _____ Relationship _____

Address: _____ Phone _____

(PART I OR PART II MUST BE COMPLETED) - PART I - TO GRANT CONSENT

I hereby give consent for the following medical care providers and local hospital to be called:

Doctor _____ Phone _____

Dentist _____ Phone _____

Medical specialist _____ Phone _____

Local Hospital _____ Emergency Rm. Phone _____

In the event reasonable attempts to contact me have been unsuccessful, I hereby give my consent for (1) the administration of any treatment deemed necessary by above-named doctor, or, in the event the designated preferred practitioner is not available, by another licensed physician or dentist; and (2) the transfer of the child to any hospital reasonably accessible.

This authorization does not cover major surgery unless the medical opinions of two other licensed physicians or dentists, concurring in the necessity for such surgery, are obtained prior to the performance of such surgery.

Facts concerning the child's medical history including allergies, medications being taken, and any physical impairments to which a physician should be alerted: _____

Date _____ Signature of Parent/Guardian _____ Address _____

(DO NOT COMPLETE PART II IF COMPLETED PART I) - PART II - REFUSAL TO CONSENT

I do NOT give my consent for emergency medical treatment of my child. In the event of illness or injury requiring emergency treatment, I wish the school authorities to take the following action: _____

Date _____ Signature of Parent/Guardian _____ Address _____