



2019-2020 Parent Handbook

Alliance Early Learning School

Tim Calfee, Principal

Alliance City Schools The Future Starts Here!

School Day

Kindergarten.....	First Bell.....	9:05AM
Kindergarten.....	Tardy Bell.....	9:15AM
Kindergarten.....	Dismissal.....	3:40PM
A.M. Preschool.....	9:05 AM - 11:50 PM	
P.M. Preschool.....	1:00 PM - 3:45 PM	

**285 West Oxford Street
Alliance, Ohio 44601
(330) 829-2266**

<http://www.alliancecityschools.org>

Revised for the 2019-2020 School Year

Welcome to the Alliance Early Learning School

Dear Parents,

The Alliance Early Learning School's Mission is for all students to reach their fullest potential and become productive citizens through staff who establish high expectations; a safe, positive and engaging learning environment; and content that supports critical thinking, collaboration, communication and creativity.

We believe that all children can learn. Each child is unique, and will grow and develop with the support of a positive learning environment that includes families, teachers, and the community.

We provide a safe child-centered experience that promotes and challenges the emotional, social, physical, and intellectual development of our children.

It is our belief that the preschool and kindergarten experience should be positive, enjoyable and rewarding for children and their families as their initial school years influence future attitudes and school success.

This handbook gives you a great deal of information about AELS. Please read and review this handbook to become familiar with the policies, rules, and procedures that we follow here at AELS.

Welcome to AELS...a great place to Grow and Learn!

Tim Calfee
Principal

Alliance City Schools' Vision

All Aviators will graduate prepared for life, college and careers.

Alliance City Schools' Mission

Our mission is for all students to reach their fullest potential and become productive citizens through teachers who establish high expectations; a safe, positive and engaging learning environment; and content that supports critical thinking, collaboration, communication and creativity.

Aviator Profile

1. Communicators -Ask thoughtful questions, listen well and are able to clearly and concisely express their thoughts and ideas.
2. Collaborators -Are able to compromise and work with people of all personality types and backgrounds to reach a common goal
3. Critical thinkers -Have the ability to analyze and assess complex problems or situations and produce logical conclusions or solutions.
4. Creative innovators -Use imaginative and unique ideas to develop more efficient and effective methods of problem solving.
5. Caring citizens -Have selfless attitudes and strive to build stronger communities through civic pride, volunteerism and community involvement.
6. Courageous risk takers -Are not afraid to make changes in order to accomplish something greater or facilitate change, whether it involves their career, finances, personal life or society.

Program Goals

- To provide a stimulating, nurturing, and safe environment, through quiet and active play.
- To promote creativity
- To provide a setting that will encourage children to listen, learn and interact.
- To develop a positive self image.
- To maintain an appropriate adult/child ratio.
- To provide individualized instruction, including enrichment and intervention, to meet the needs of all children, both with special needs, and typically developing peers.
- To provide needs to families and students with limited English proficiency.
- To provide high qualified staff.
- To build a strong partnership between parents, staff and community.

- To provide family workshops centered on child development, educational practices and techniques, nutrition, and discipline.
- To provide daily communication between home and school.
- To provide a professional development center to improve both teacher education and student achievement.

Program Objectives

- To cultivate, recognize, and respect the opinions and contributions of child, parent, and teacher.
- To provide a safe, nurturing environment for learning where individuality is recognized and diversity is celebrated.
- To implement programs that are free of gender or cultural bias
- To provide instruction that encourages development of each child's practical, cognitive, physical, social, and moral potential.
- To present a curriculum that is intellectually stimulating and developmentally appropriate.
- To encourage initiative, self-discipline, critical thinking and creative approaches to problem solving.
- To foster the values of good citizenship through community service, civic awareness, and development of leadership potential.
- To provide a warm, comfortable, nurturing, stimulating, home-like environment.
- To develop tolerance and concern for other people and the environment and through this respect for self, others and the physical surroundings.
- To implement programs that are flexible, based on individual choices and interests, considerate of different learning styles and which allow for repetition and practice of skills.

Eligibility

Children ages 3-5, living within the Alliance City School District, are eligible for the services of the Alliance Early Learning School. Preschoolers with special needs are eligible based upon the results of an extensive screening and Evaluation Team Report in accordance with the Rules for the Education of Preschool Children with Disabilities. An Individual Education Program (IEP) is developed to meet the unique needs of each student with special needs. Typically developing peers, ages 3-4, may be admitted to the Alliance Preschool Program on a first come first served basis.

Typically developing preschool peers pay the designated monthly tuition fee for nine months (September to May), which is adjusted to each family's income on a sliding scale so that the program is affordable to all. There are no adjustments to the monthly tuition fee for absences due to illness, snow days, or school days off. However, if there should be a change in employment status or income at any point during the school year, please notify the preschool staff so that the monthly tuition fee may be recalculated.

Kindergarten children must be five years of age by August 1st and living within the Alliance City School District, to be eligible for the services of the Early Learning School.

Child Find

Each year school districts throughout Ohio participate in an effort to identify, locate and evaluate all children with disabilities, birth through 21. A disability means there are conditions such as a multi-handicap, hearing, visual, orthopedic, and/or other health handicap, severe behavior disorder and/or speech/language handicap. Many times children with disabilities are not visible because they do not function in the mainstream of a community. Parents are not always aware that there are programs and services available for these children. If you know of a child who may have one or more of the above suspected disabilities, including preschool age children, please contact the Office of Student Services at 330-821-2100.

Transition Policy

Alliance Early Learning School is committed to developmentally appropriate practices for young children. Children are especially susceptible to changes in routine, new environments, and to separation from their parents and their guardians. It is particularly difficult for children to be placed in the care of someone with whom they are not familiar. We believe transitioning should include the child as well as their families. Therefore we have developed a highly effective, developmentally appropriate plan for transitioning children into our school, within our school and out of our school.

Enrollment

Students that are new to Alliance City Schools are required to enroll with their parents or legal guardian at Central Registration. When enrolling, the parents will need to bring:

- A legal birth certificate (not the hospital certificate)
- Custody or court papers allocating parental rights and responsibilities (if appropriate)
- Proof of residency
- Proof of immunizations
- Most current report card or transcript from previous school (if applicable) - Students enrolling from another accredited school must have an official transcript from the sending school in order to receive credit from that school. The Secretary will assist in obtaining the transcript, if not presented at the time of enrollment.

Preschool Enrollment

Preschool registration and enrollment procedures require that the following forms and information be on file at the school for preschool admittance:

- Enrollment Information Sheet
- Copy of Birth Certificate
- Up-to-date Immunization Record
- Health History Information Form
- Emergency Medical Authorization
- Medical Evaluation Form (signed by a physician, prior to admission and updated annually thereafter)
- Custody Papers (if applicable)
- Signed Roster inclusion/exclusion statement

- Media Release Form
- Transportation Permission Form
- Preschool Screening Permission Form
- Income Verification
- Home Language Survey

Kindergarten Enrollment

Kindergarten School registration and enrollment procedures require that the following forms and information be on file at the school for kindergarten admittance:

- Enrollment Information Sheet
- Copy of Birth Certificate
- Up-to-date Immunization Record
- Emergency Medical Authorization
- Custody Papers (if applicable)
- Media Release Form
- Internet Consent Form
- Home Language Survey

Tuition

Tuition for preschoolers is due each month by the first day of that month. Preschool services may be terminated if payment is not received within thirty days from the first day of the month.

Confidentiality of Data

It shall be the policy of this School District that the confidentiality of personally-identifiable data relating to children and their parents and families shall be protected at collection, storage, disclosure, and destruction, and that one official of this School District shall be assigned the responsibility for protecting the confidentiality of personally-identifiable data.

Release Of Student Directory Information

Ohio Revised Code 3319.321 permits school districts to release directory information without the permission of the parents as long as it is not any person or group for use in profit making plan or activity. Parents have the right to object, in writing, to the release of directory information. If parents do not want their child's directory information released to groups approved by the Alliance City Schools they should notify the Principal in writing.

Change Of Address

Any change of address or telephone number during the school year is to be reported to the School Office.

Immunizations

Preschool students must have required immunizations before starting school. If a Kindergarten student does not have the required immunizations upon entry or at the beginning of the school year he/she will be permitted to remain in school for no more than 14 school days. Unless the student can provide written documentation that an appointment has been made with a physician or local health department and is "in the process of being immunized." Any student previously admitted with an appointment card from their physician or health department who has not received the required immunizations will be excluded from school on the 15th day for the school year. The student can re-enter school once the updated immunizations have been provided to the principal or school health aide who monitors student health records. As per ACS Administrative Guideline.

Emergency Medical Authorization Form

Students must have Emergency Medical Authorization form signed by a parent or guardian on file in the school's main office. This enables parents and/or guardians to authorize emergency treatment for students who become ill or injured while under the school authority, when parents and/or guardians can not be reached.

Administration of Medication at School

Whenever possible, medication should be given by the parents at home. However, if the student must take prescription or nonprescription medication during school hours, the Board Policy 5330 permits use of medications at school providing the following guidelines are met:

1. The applicable "Authorization for Medication or Treatment" form must be completed by the student's physician, parent, and approved by the school principal or his/her designee prior to medication being taken at school.
2. Medication must be brought to school by the parent in the original container bearing the name of the student, name of the drug, the dosage, and the time to be taken.
3. The school nurse shall supervise the storage and dispensing of the student's medication, which shall be kept in the school office.
4. The school nurse will keep a daily medication log. The log will include the student's name, name of medication, dosage, and time and date the medication was given.
5. The school nurse shall also obtain and retain all parental requests and physician statements.
6. It is the responsibility of the parent/guardian to notify the school of any special instructions regarding emergency circumstances where immediate attention is required (e.g., acute reactions) or of any change in the use of the medication.
7. Medication must be brought to school directly by the parent. A two to four week supply of medication is recommended. Medication MAY NOT be sent to school in the student's lunch box, pocket, or other means on or about his/her person. An exception to this would be prescriptions for emergency medications for acute allergies and/or reactions or asthma inhalers.
8. Any unused medication unclaimed by the parent will be destroyed by school personnel at the end of the school year or within one week after the parent is notified of the remaining unused medication.

Withdrawals

If a Preschool or Kindergarten student is moving and will no longer be attending his/her present school, the parents should notify the office several days in advance of the withdrawal so that the necessary papers may be completed. Upon receiving a record release, the student's records will be sent to the new school. On the last day of attendance, the student must return his/her textbooks to his/her teacher and library books to the library. All school fees and lunch accounts must be paid in full. Failure to follow policy may cause delay in transferring records to the student's new school of attendance.

Rules, Regulations, and Grievance Procedures

The Preschool Program is operated in accordance with the guidelines provided by the Ohio Department of Education and in compliance with the "Rules for Preschool Programs, Chapter 330137". Copies of the rules governing the operation of our preschool and health, fire, and building inspections are available upon request. Parents who have concerns regarding the operation of the Alliance Preschool Program are encouraged to discuss the matter with the building Principal or Director of Student Services. If you have concerns that you believe have not been answered by the building principal or director regarding the classroom environment, teacher qualifications, health and safety conditions, the number of children, care of the children or similar matters, please call: (614) 466-0224 or toll-free (877) 644-6338, ask for Preschool Program Licensing. If your child has an IEP and you have concerns regarding your parental rights or your child's program, please call: (614) 466-0224 or toll-free (877) 644-6338, ask for The Office of Early Learning & School Readiness.

The Kindergarten Program is operated in accordance with the policies and procedures of the Alliance City School District.

Equal Education Opportunity

It is the policy of Alliance City Schools to provide an equal education opportunity for all students. Any person who believes that the school or any staff person has discriminated against a student on the basis of race, color, creed, disability, religion, gender, ancestry, national origin, place of residence within the boundaries of the District, or social or economic background, has the right to file a complaint. A formal complaint can be made in writing to the School District's Compliance Officer, Mr. Jason Dixon, at 200 Glamorgan St., Alliance, OH, 44601. The complaint will be investigated and a response, in writing, will be given to the concerned person within 10 days. The Compliance Officer can provide additional information concerning access to equal opportunity. Under no circumstance will the District threaten or retaliate against anyone who raises or files a complaint.

Staff Qualifications

The Early Learning School staff is dedicated to providing a quality program for all children. Our staff is very knowledgeable about child development and early childhood education. Certified teachers and trained staff members assist each child so that he can develop to his physical, social, emotional, and intellectual potential. All staff members regularly

attend inservice training and professional workshops for professional growth and to enhance our quality program.

Development of the Young Child

Development in young children is a continuous process. Preschool and Kindergarten children are at different stages in their growth and development, and therefore, they differ in their ability to perform certain tasks. It is important to recognize where the child is in his/her stage of development in order to individualize instruction. Even if two children are exactly the same age, they might be quite different in their rates of development. Consideration needs to be given in all areas: affective-the managing of emotions and developing personal values and ethical competence, social-interacting with others, creative-thinking, communicating and acting in ways that are new and original to the person, cognitive-acquiring, storing and retrieving information, language-developing communication through listening, speaking, reading, and writing, physical-developing large and small muscle control and sensory awareness. Because each child is viewed as an individual, different from every other child in a variety of ways, preschool and kindergarten instruction is carefully organized to provide for different developmental levels of children.

The classroom environment is designed to further the development of problem-solving skills, the achievement of independence, and the development of cooperative abilities. It will also enhance the development of self-confidence, self-expression, curiosity, enthusiasm, and ability to interact effectively with other children and with adults.

Child Screening and Assessments

Teachers use a variety of assessment strategies to accurately measure a student's develop and progress. These strategies include observations, anecdotal records, interviews, discussions, projects, role-playing, simulations, checklists, drawings, performance tasks, and rubrics.

Preschool children participate in the following district and state mandated tests: Brigance Screener; Early Learning Assessment; Quarterly Assessments; SFA Assessments; Ages & Stages Questionnaires and ECO, which is only for children with Special Needs.

Kindergarten children participate in the following district and state mandated tests: KRA, and SFA Assessments.

Reporting to Parents

In addition to regularly scheduled conferences, parents will be informed of their child's progress through written reports and checklists. Written progress reports will be issued to parents at least four times a year in accordance with elementary school reporting schedule.

Screenings - All preschool and kindergarten children will receive the following screenings, upon admittance to the program, in order to identify and help correct any potential problems in their educational growth and development.

- overall development – Preschool -Brigance Screening, which looks at basic motor, language, and conceptual skills; Kindergarten – KRA (Kindergarten Readiness Assessment) –which has six components: social skills (including social and

emotional development, and approaches toward learning), mathematics, science, social studies, language and literacy, and physical well-being and motor development.

- vision
- growth(height/weight)
- hearing and periodic impedance monitoring (tympanometry), when necessary
- speech

Parents are notified of the results of these screenings and if necessary, helped in seeking medical assistance. A parent conference will be held to discuss the result of the medical referral and its follow up.

Learning Labs

Young children learn by doing. Teachers prepare the environment for children to learn through play, hands-on exploration and interaction with adults, other children and materials. Young children benefit from having a classroom with clearly defined, well-equipped learning labs that are arranged to promote independence, foster decision-making, and encourage involvement. Your child's classroom may include any combination of the centers listed below.

Literacy Lab

- Sequence a Story
- Associate print with spoken language
- Enjoy reading stories and books

Computer/Media Lab

- Develop computer and/or iPad skills
- Listen to favorite stories

Writing Lab

- Express ideas, thoughts, feelings
- Associate print with spoken language
- Participate in writing activities

Block Lab

- Develop perceptual skills
- Explore spatial relationships
- Compare sizes and shapes
- Develop large and small muscle coordination
- Learn how to work and plan together
- Explore problem solving techniques
- Develop language and vocabulary
- Explore cause and effect
- Develop aesthetic awareness

Art Lab

- Develop creative thinking
- Plan, design, and construct
- Express ideas and feelings
- Experiment with colors, shapes, size and textures

- Develop eye-hand coordination and fine muscle control
- Develop appreciation for the artistic expressions of others
- Develop self-concept and confidence
- Develop language

Classroom Library Lab

- Respect and care for books
- Dictate stories
- Develop an interest in words and books
- Sequence pictures
- Sequence a story
- Develop left-to-right directionality
- Choose books to enjoy reading again and again

Dramatic Play Lab

- Develop self-confidence
- Act out familiar situations and roles
- Work out problems and concerns
- Develop interpersonal skills
- Engage in extensive communication

Math Lab

- Create and record patterns
- Estimate and measure
- Sequence objects in order by size
- Develop one-to-one correspondence
- Make and discuss graphs
- Develop problem solving skills
- Count objects
- Classify objects
- Write and read numerals

Science Lab

- Explore the world of plants and animals
- Observe and describe life cycles
- Formulate and evaluate predictions
- Recognize relationships
- Gather simple data and draw conclusions
- Develop visual and tactile senses
- Classify materials
- Use hand magnifiers and balances

Sand and Water Lab

- Learn to share ideas and tools
- Measure, estimate, and make comparisons
- Develop eye-hand coordination
- Develop oral language
- Complete a task and be responsible for cleaning up

- Make predictions
- Develop fine motor skills
- Learn to take turns

Puzzles and Manipulative Center

- Learn to share ideas and tools
- Develop perceptual skills
- Develop fine motor skills
- Develop problem solving skills
- Explore basic concepts in a variety of curriculum areas.
- Experience a sense of achievement and develop self confidence

Music and Movement Lab

- Sing and make up songs
- Play musical instruments and move to the beat
- Listen to music
- Participate in musical games and activities

Comprehensive Program

Our kindergarten and preschool teachers use the Success for All (SFA), a research based, comprehensive program encompassing Reading, Writing, Science, Social Studies, Music, Art, Technology, and Multicultural and Career Education, that address the National Common Core Standards for kindergarten and Ohio's Early Learning and Development Standards for preschool. SFA is a board- adopted program of Alliance City Schools. Our comprehensive curriculum encompasses the classroom environment, program philosophy, interactions, assessment, parental involvement, and the developmental domains (creative, cognitive, social, emotional/personal, interpersonal, & physical). In addition, Eureka Math is the board- adopted Math program of Alliance City School, which addresses the National Common Core Standards for kindergarten and Ohio's Early Learning and Development Standards for Preschool. We believe that SFA and Eureka Math will provide the rigor for our students as they transition to elementary school. Cooperative learning, intervention/enrichment, ELL books, and home/community connection kits allow for adaptations, modifications and the individual needs of our children and their families. The Kindergarten Read & Respond homework is an excellent tool for family involvement.

Technology

All children at the Alliance Early Learning School will have technology integrated into their learning. All classrooms have computers and/or iPads accessible to students throughout the day. Students also have a planned computer lab time during the week. Computer software programs, websites and iPad apps allow students to problem solve, read stories, develop vocabulary and phonological awareness, write stories, and use critical thinking skills. Our students may also be exposed to VCR, DVD, Distance Learning, digital camera, video camera, and Smartboard technologies.

Literacy

Throughout our reading (Oral language, Phonemic Awareness, Phonics, Comprehension, Vocabulary, Fluency) program, children explore, through Star and Shared stories, a variety of skills and concepts, such as summarizing, sequencing, cause/effect, and determining the main idea of a passage. Additional occasions to experience the joys of the printed page are provided by library collections in our classrooms, school library and the Alliance Public Bookmobile. Classroom teachers read Star stories to students on a daily basis. Students often culminate their language arts experiences through classroom songs, plays and choral reading productions for parents and grandparents.

Math

The math program is designed to develop age-appropriate mathematical understanding, knowledge, and skills, and lay a solid foundation for students as they progress to school age mathematics.

Math is taught in a comfortable, nurturing setting in which each child is allowed to explore, question and learn, with meaningful individual guidance and an array of manipulative experiences. We use manipulatives to introduce a concept and encourage continued use until a student is comfortable transitioning to the abstraction of symbols and numbers. Coin sets and shopping games allow children to have meaningful, hands-on experiences in learning about money.

Science

Teachers provide as many hands-on experiences as possible for our students. Children describe day-to-day weather changes and the effects on our school outdoor environment. The children use their five senses to make observations about the natural world. Children use appropriate tools and simple equipment to safely gather scientific data.

Social Studies

One of the core concepts in our curriculum, is developing an appreciation for differences in others and embracing, understanding, and celebrating those differences. In our school community, children experience first hand the differences and similarities of their classmates and families. We identify different cultures through the study of holidays, family customs, values and traditions, utilizing language, stories, folktales, music and the arts. Children also begin to learn about the democratic process and being responsible and socially conscious citizens. They help set rules for their classroom and take turns fulfilling classroom duties. They also develop respect towards others and responsibility toward the school environment.

Fine Arts

Our children are introduced to a variety of media. They experiment with paint, clay, crayons, markers, pencils, pastels, chalk, scissors, stamps, and glue for self-expression and the development of fine motor skills. The children explore art elements to express ideas in a variety of visual forms (drawings, painting, ceramics). The children generate ideas and images for

artwork based on memory, imagination and experience. Ethnic and holiday arts projects are integrated into the curriculum.

Music

The children are exposed to a broad range of musical experiences, which include singing, dancing and playing rhythm instruments. They also practice performing and develop knowledge of the basic of music theory. Performances throughout the year enhance the music curriculum.

Physical Education

The children participate in physical education activities to aid in the development of gross motor skills, coordination, balance, and general body awareness.

Preschool Water Play and Swimming Policy

Due to the location and time constraints of the preschool program, the students will not participate in any swimming or any water activities that involve water that is deeper than one (1) foot.

Cots

In accordance with Preschool Licensure Rules, a cot labeled with the child's name is provided for all preschoolers who attend five or more hours a day if the student chooses to rest or nap.

Retention

If a student is being considered for retention (or if a parent would like to discuss the possibility of retention) a meeting will be held with the principal, teacher, and parent(s).

Homework Policy

Age appropriate homework assignments may be given at the teacher's discretion.

Report Cards and Interim Reports

Report cards will be sent home in the students homework folder approximately one week after the grading period ends except for the 4th 9 weeks when report cards will be sent home prior to the end of the school year. Interim reports will not be issued due to the age of students and our M, P, N grading scale. Teachers will give parents updated information related to student progress upon request.

Grading Scale

M=Meeting

P=Progressing

N=Needing Improvement

Building Discipline Plan

Discipline is not punishment. Discipline is guidance. Discipline is learning and discipline is a training process that takes a great deal of time and patience. Staff in charge of a child or a group of children shall be responsible for their discipline. Methods of discipline apply to all staff.

A child who is having difficulty interacting with a group or peer is privately spoken to and/or redirected to another activity. If the difficulties continue, the child will be removed from the activity and placed where they can sit and watch children who are playing appropriately. After a brief time that is appropriate to the child's age and developmental ability, he/she will be invited to rejoin the activity. No physical restraints will be used to confine a child by any other means other than holding a child for a short period of time, such as a protective hug, so the child may regain control.

The discipline techniques that we use are not meant to embarrass or belittle a child, but rather to redirect the child to an appropriate activity. It is our belief that young children must be encouraged to verbalize their feelings and frustrations in acceptable ways. Our school-wide behavior plan addresses this belief system. A copy of our plan is given to all parents at parent/teacher conferences, prior to school starting.

At the Alliance Early Learning School

We Do Not:

- Scream, argue, threaten
- Use cruel, harsh, or corporal punishment
- Use unusual punishments such as pinching, punching, spanking, shaking, biting, etc.
- Get in a power struggle
- Withhold food, rest or toilet use
- Expect perfection
- Belittle, embarrass, humiliate, shame, frighten
- Abuse
- Neglect
- Place child in locked room or confined in an enclosed area (ex. closet, box, cubicle)
- Use profane language, derogatory remarks or other verbal abuse toward child or family
- Discipline for failure to eat, sleep, or toileting accidents
- Compare children
- Punish the entire group
- Delegate discipline to any other child

We Do:

- Give clear rules and limits
- Discipline in private
- Give choices
- Prevent problems
- Listen to children
- Maintain consistency

Give lots of praise
Respect children
Act promptly
Protect children from abuse and neglect

School-wide Behavior System

Positive Behavior Intervention Support (PBIS)

Positive Behavior Intervention Support (PBIS) is practiced at Alliance Early Learning School (AELS), Parkway and Rockhill Elementary Schools, Northside Intermediate School and Alliance Middle School.

PBIS is a general education initiative, supporting all children and youth. PBIS is an effective way to address disruptive behavior before it occurs. By teachers being proactive and using a consistent approach to school-wide discipline provided by the Ohio PBIS model and using the PBIS framework, schools see a reduction in disciplinary actions and increases in academic achievement and social behavior outcomes. PBIS allows educators to have more time to teach and students have more time to learn. PBIS is in accordance with Ohio Administrative Code-OAC 330135-15 and the Ohio Department of Education.

The Clip It! Behavior Chart program will be implemented for the 2015-16 school year. Classrooms will use a clip chart to monitor behavior. A clip chart is a great tool that allows students to be rewarded for positive behavior, while discouraging negative behavior. Each student has a clothespin, or clip, with his or her name on it.



Sample of Kindergarten Clip It Colors:

- The pink “Super Student” level is reserved for outstanding behavior.
- Students can move to the purple “Great Job” level for continuing to display good behavior. You should be very proud of your child for reaching this level.
- Students will move to the blue “Good Choices” level for showing that they are making the right behavior decisions. Ending the day on this level is great!
- Everyone will start out the day on the green “Ready to Learn” level, and clips can be moved up and down throughout the day based on behavior.
- A student will be moved to the yellow “Think About It” level as a warning about his/her behavior, and as a reminder to follow the rules.
- Students who continue to display poor behavior can move down to the orange.

“Teacher’s Choice” level. Here, the teacher can decide what action to take. Loss of recess or center time might be an appropriate choice.

- When a student moves to the red “Parent Contact” level, the teacher will notify parents via note or phone call. A visit to the principal’s office might also be in order. Students on this level may also lose recess time, etc.

Kindergarten uses the above seven (7) color chart in each of the classrooms while Preschool uses only a three (3) color chart, Pink, Green and Red.

Please refer to the parent Clip It! letter that your child’s teacher has shared. If you have further questions please do not hesitate to ask your child’s teacher or principal.

Rules

1. Be Kind
2. Be Safe
3. Be Responsible
4. Be Respectful

Immediate Removal From The Room

1. Hurtful to others
2. Destruction of Property
3. Repeatedly not following rules

Repeated Non-Compliance Of School Rules

**Child will be referred for RTI (Response to Intervention) for the development of a behavior plan between parent, child, and teachers.

Cafeteria

Breakfast and lunch is provided to all students at no cost. Kindergarten students eat both breakfast and lunch during the school day. Morning preschool students eat breakfast and afternoon preschool students eat lunch.

National School Lunch and Breakfast Program

Alliance City Schools participates in the National School Lunch and Breakfast program. Beginning in school year 2016, Alliance schools were approved for the Community Eligibility Program (CEP). The CEP is a Federal program that allows us to offer meals at No Cost to all of our students and provides funding to help support the cost of the Food Service Program. Alliance City Schools follows the Offer versus Serve policy sponsored by the USDA. Offer vs. Serve is intended to decrease waste and costs by allowing students to refuse up to two components in a lunch and one component in a breakfast. The lunch components consist of a meat/meat alternative (cheese, beans or yogurt), grain (bread, rice, or noodles), vegetable, fruit, and milk. The breakfast components consist of an entrée, fruit/juice and milk. All students are required to take a fruit or vegetable when buying a lunch.

Special Dietary Needs and Food Allergies

Food Service is happy to accommodate students with special dietary needs and food allergies within our abilities. Students must provide written medical documentation from the treating physician in order to provide for this accommodation. This documentation must include, but is not limited to, a statement of the allergy, what dietary changes from the traditional school meal are necessary, what specific foods must be omitted or substituted and what dietary items can be used to replace the items. This documentation should be given to the school nurse. We are unable to substitute any item for milk except in the case of an allergy or disability according to the USDA and the Ohio Department of Education [USDA Final Rule Fluid Milk Substitutions in the School Nutrition Program (73 FR 52903)]. We will provide a cup and water to any student that asks, as well as sell bottled water and juice cups a la carte.

Menu:

The menu is published weekly in the newspaper, appears on Channel 11, is posted in the cafeteria and on the school website, and is sent home monthly.

Recess

Recess is scheduled daily for all preschool and kindergarten students weather permitting. Indoor improvement activities

First Aid, Illness Health and Safety

The following are guidelines to ensure the health and safety of children while they are in our care:

1. Parents providing snacks are provided information on nutritious snack choices during Entry Conferences.
2. The Ohio Department of Health requires that all childhood inoculations be administered in the proper sequence and a record be kept on file in the school office.
3. A medical evaluation form signed by a physician is to be kept on file in the school office. This must be updated annually.
4. Staff members are trained in first aid, communicable disease, and recognition of child abuse and neglect.
5. Children will be dismissed only with a parent or other authorized adult who must be listed in the child's file. Authorization to release a child to someone other than a parent must be provided in writing to the school office.
6. Medical emergency information is posted in each classroom, by each telephone, and is made available to school personnel.
7. Emergency evacuation procedures are posted in each classroom.
8. Staff members have access to a telephone at all times. Emergency phone numbers are posted at each telephone and also programmed into the telephone's automatic dialing system.
9. If an accident occurs, a staff member will complete an accident report form at the time of the incident. Parents will be notified if an accident occurs and provided with a copy of the accident report form. In the event of a more serious accident or emergency, the staff will follow the Emergency Medical Plan Procedure and parents will be notified immediately.
10. Bus students must be released from the bus to an authorized adult. Otherwise, the child will be returned to the school and await the arrival of an authorized adult.

Dispensing of Medication, Food Supplements, Fluoride Supplements, Modified Diet

If a student must take prescription or nonprescription medication, food supplements, fluoride supplements, or is in need of modified diet during school hours, the following guidelines must be met:

- The applicable "Authorization for Medication or Treatment" form must be completed by the

student's physician, parent, and approved by the school principal or his/ her designee prior to medication being taken at school. (Non-prescription medication does not require a physician's signature.)

- Medication, food supplements, fluoride supplements must be brought to school by the parent in the original container bearing the name of the student, name of the drug/supplement, the dosage, and the time to be taken.
- The principal or his/her designee shall supervise the storage and dispensing of the students' medication, food supplements, fluoride supplements, which shall be kept in the school office.
- The person supervising the taking of the medication, food supplements, fluoride supplements will keep a daily log. The log will include the student's name, name of medication/food supplements, /fluoride supplements, dosage, and time and date given.
- It is the responsibility of the parent/guardian to notify the school of any special instructions regarding emergency circumstances where immediate attention is required (e.g., acute reactions) or of any change in the use of the medication, food supplements, fluoride supplements.
- Medication, food supplements, fluoride supplements must be brought to school directly by the parent. A two to four week supply is recommended. Medication, food supplements, fluoride supplements MAY NOT be sent to school in the student's lunch box, pocket, or other means on or about his/her person.
- Any unused medication, food supplements, fluoride supplements unclaimed by the parent will be destroyed by school personnel at the end of the school year or within one week after the parent is notified of the remaining unused medication, food supplements, fluoride supplements.

Communicable Disease Policy

Staff members are trained in the prevention, recognition, and management of communicable disease, including appropriate hand washing and disinfecting procedures. Staff observes each child daily as he enters the room for signs of communicable disease or other illness.

Our staff is subject to the same rules as our children if they contract a communicable disease. Parents will be notified when their child has been exposed to a communicable disease.

The following precautions will be taken for children suspected of having communicable disease:

1. Immediately notify parent or guardian by telephone.
2. A child will be isolated and discharged to the parent if any of the following are observed:
 - Diarrhea
 - Severe coughing, causing the child to become red or blue in the face or whooping sound
 - Difficult or rapid breathing
 - Yellowish skin or eyes
 - Conjunctivitis (pink eye)
 - Temperature of 100 degrees
 - Untreated infected skin patches
 - Unusually dark urine or gray/white stool
 - Stiff neck

3. A child with these symptoms will be isolated and observed for worsening conditions:

- Unusual spots or rashes
- Sore throat or difficulty in swallowing
- Elevated temperature
- Vomiting
- Evidence of lice, scabies, or parasitic infestation

4. A child isolated due to suspected communicable disease would be:

- Kept in clinic away from the others
- Be within sight and hearing of an adult at all times
- Made comfortable and provided a cot. All linens and blankets used by the ill child shall be laundered before being used by another child. After use, the cot shall be disinfected with appropriate germicidal agent.
- Observed carefully for worsening conditions
- Discharged as soon as possible

5. It is our policy to care for a mildly ill child within the classroom. A mildly ill child is one who is experiencing minor common cold symptoms, or a child who is not feeling well enough to participate in classroom activities, but these children do not exhibit any of the above listed symptoms. The mildly ill child may rest in a quiet area of the classroom and will be observed for worsening conditions, in which case the parent will be notified immediately.

6. Re-admittance may occur when a child's temperature has returned to normal, and/or diarrhea and vomiting has not occurred within the past 24 hours. Those with lice or pink eye may return once medication has been administered. We may require a doctor's written statement that some of the above symptoms are not contagious before a child can be readmitted.

Emergency Drills

Fire Drills - One Emergency Evacuation (Fire) Drill shall be conducted during the first ten days of the new school year (Ohio Fire Code 408.3.2). At least nine Emergency Evacuation Drills shall be conducted during the school year (Ohio Revised Code 3737.73 The Record of Emergency Evacuation Drills shall be submitted to the State Fire Marshal twice a year: at the middle point and again at the end of a school's operation during each school year (Ohio Fire Code 405.1.1.1) An Emergency Evacuation Drill is not required during the same month that a school safety drill is conducted, but that drill must be made up prior to the end of the school year (Ohio Revised Code 3737.73 (A) and 3737.73 (D)(1)) Where a fire alarm system is provided, emergency evacuation drills shall be initiated by activating the fire alarm system (Ohio Fire Code 405.7)

Tornado Drills - Tornado drills shall be conducted at least once a month whenever school is in session during the tornado season. The "tornado season" is the period from the first day of April to the last day of July (OFC 409.2)

School Safety Drills - Tornado drills shall be conducted at least once a month whenever school is in session during the tornado season. The “tornado season” is the period from the first day of April to the last day of July (OFC 409.2)

Visitors

Visitors are always welcome at school. To monitor the safety of our students and staff, each visitor must report to the School Office to sign in and obtain a Visitor Pass when entering the school. This is a security measure and is strictly enforced with the support of Ohio law. Any visitor found in the building without a pass will be reported to the Principal.

Parents and visitors wishing to meet with a staff member are encouraged to call the school office for an appointment prior to visiting the school.

Student Insurance

School accident insurance is available to students. The school, by law, is not responsible for medical expenses arising from accidents. Students will have an opportunity to be insured under several different plans, which will cover medical expenses. Student accident insurance forms are available through the school office.

Field Trip Safety

Occasionally field trips to community events or places may be planned. Teachers will send home advanced notice of any planned field trip activity. Parents will be asked to sign a permission form allowing their child to participate in the planned field trip and return it to school. No child will be permitted to attend the field trip without written parent permission. A first aid kit, emergency medical authorization, and health records will be taken on each field trip. The teacher will have access to a cell phone (while on the trip) in case of emergency. Alternative transportation arrangements can be made through the bus garage, if there is a transportation problem during the trip. Appropriate staff/child ratios will be maintained at all times on field trips. Although parent participation is encouraged on field trips, parents are not permitted to ride the schools bus due to district policy.

Weather Alert & School Closings

If schools are closed because of bad weather or another emergency, the Rapid Notification Telephone System will be activated and you will be notified. School closings will also be announced on Facebook, Twitter, TV stations : Channel, 5,3,9,19, and 11, Radio Stations: WDPN 1310, WHBC 1480. WHBC 94.

Delayed Start Procedures

Due to inclement weather the district will determine a Delayed Start. This is to allow roads to be treated and for students to be safely transported to school. Please note your child's bus and school start time will both be delayed.

Parents and Staff will be alerted of a delayed start status via district Rapid Notification Telephone System.

- A.M. Preschool will be canceled for the day

- P.M. Preschool will remain at the regular time. (Bus pickup will be the usual time)
 - ALL DAY Preschool car riders and bus pickup will be delayed 2 hours from the usual pickup time.
 - Kindergarten Car riders and bus pickup will be a delay of 2 hours
- Busses will pick up ALL DAY Preschool and Kindergarten children 2 hours later than their usual pick up time and P.M. Preschool children will be picked up at their usual pick up time.

Breakfast will be served to ALL DAY Preschool students only. The lunch program schedule will run as usual for Kindergarten, P.M. and All Day Preschool children.

Early Dismissal Days

ACS provides teachers and support staff on-going professional development throughout the school year. On Early Dismissal Days all students will be served lunch and dismissed at 1:45pm.

Parent Involvement

Active and interested parents play a vital role in the successful operation of our program. Realizing this factor, we involve parents in many aspects of our operation.

Parents are involved in our school in several ways including participation in the parent workshops/events will hopefully provide new information to help parents teach their child and also help parents realize that they already know a lot about child development and child management.

Our program has an open door policy. Any parent who is the legal guardian of a child in our program shall be permitted access to the school building during its hours of operation to contact the child, evaluate care provided by the program, the premise, or for other purpose approved by the building principal. We believe that it is essential to build a trusting relationship with parents. We welcome visits to the classroom.

Efforts are made to keep parents informed about what is happening in the school. Several means are used to accomplish this on an ongoing basis. Some are listed below:

- Brief newsletters describing activities, themes, and highlights
- Periodic open houses
- Parent/teacher conferences to review the child's progress
- An information board outside the classroom with articles of interest
- Recipes from special snack activities
- Program evaluation surveys
- Information about community events and services of interest to parents
- Home folder sent home daily

English Language Learners

English Language Learners are students whose primary or home language is other than English who need special language assistance in order to effectively participate in school instructional programs. If a student has a language other than English spoken in the home and has completed the Home Language Survey at enrollment, the student will be assessed for

English Language Proficiency. If the student qualifies, he/she is then an ELL (English Language Learner). ELLs may be born in the USA or come from other countries.

Title 1

Alliance City School parents may request policies regarding student participation in state mandated assessments as well as information on each assessment. Please see your building principal for this information and/or BOE Policy #po2623. Information on mandated State Assessments can also be found at the following website web address:

<http://education.ohio.gov/Topics/Testing>.

School-Wide Title I Building

Title I is a federally funded program that provides assistance for our nation's schools. Title I funds enhance educational programs at our school and encourage parental involvement.

The goal of Title I is to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments.

In order to meet this goal, home and school partnerships are essential. Parents, students, and teachers work together so that all of our children succeed in school.

School Attendance

Regular attendance is essential to good schoolwork. It is the parent's responsibility, under the law, to see that children are regular in attendance at school.

Preschool Attendance

Chronic absenteeism is disruptive to your child's education. Excessive unexcused absences can result in a referral to the Alliance Early Learning School Attendance Committee. After eight (8) parentally reported absences, the office will require a doctor's note. Further absences without a doctor's note will be considered unexcused and may result in termination from the preschool program.

Compulsory Attendance

The compulsory attendance laws of the State of Ohio (Revised Code, Section 3321.13) require that all children of the age six to eighteen attend school. A child under six years of age who has been enrolled in kindergarten also shall be considered "of compulsory school age" for the purpose of sections 3321.01 to 3321.13 of the Revised Code. Exceptions are made to this law in the case of a documented physical ailment.

Absenteeism

When your child is absent, parents are required to contact the school office before 9:00 a.m. When a parent does not report the absence, the school will attempt to contact the home. However, it is the parent's responsibility to notify the school on the morning of the child's absence. A postcard will be mailed to your home if you do not contact the school on the day of the child's absence.

Excused Absence

In accordance with statute, the school shall require from the parent of each student who has been absent from school or from class for any reason, a statement of the cause for such absence. The Board of Education reserves the right to verify such statements and to investigate the cause of each absence.

A principal may excuse the student if the parent has notified the school by telephone or if the student presents a written note from the parent or physician upon return to school indicating one of the following reasons:

Absence from school is legal for the following reasons under Section 3301-69-02 of the Ohio Administrative Code:

- a. Personal illness -If there is a pattern of frequent absence for personal illness, the parents will be required to provide a statement from a physician describing the health condition that is causing the frequent illness and treatment that is being provided to rectify the condition. The principal may require a physician's written confirmation within twenty-four (24) hours of the absence if she/he deems it advisable.
- b. Illness in the family -If she/he deems it advisable, the principal may require a physician's written confirmation of the family illness within twenty-four (24) hours of the student's absence.
- c. Quarantine of the home -This is limited to the length of the quarantine as fixed by the proper health officials.
- d. Death of a relative -The absence arising from this condition is limited to a period of three days unless reasonable causes may be shown for a longer period of absence.
- e. Medical or dental appointment – The principal may require the written statement of a physician or dentist if it's deemed appropriate.
- f. Observance of religious holidays -Any student shall be excused for observing a religious holiday consistent with his/her creed or belief.
- g. College visitation -The principal may require verification of the date and time of the visitation by the college, university, or technical college.
- h. Family emergency or set of circumstances which, in the judgment of the superintendent, constitutes a good and sufficient cause for absence from school.

Students who intend to be absent from school for any reason other than illness must confer with the school office before being absent from school to determine whether the absence will be excused.

Absence for any reason other than those cited above presumably is illegal and constitutes truancy.

Unexcused Absence and Truancy

All absences, other than those listed under "Excused Absence", are considered truantries. For example, a student's absence from school will not be excused if it is for oversleeping, missing the bus, etc. A student shall be considered "truant" each day they are absent from their assigned location without the knowledge of a parent and/or school official. This includes unexcused absences from class, study hall, or any other properly assigned area

or activity. Truancy demonstrates a deliberate disregard for the educational program and is considered a serious matter. A student is deemed a "habitual truant" when they are absent without a legitimate excuse for thirty (30) consecutive school hours or forty two (42) hours in one month or seventy-two (72) hours in one school year. (ORC 2151.022(C)).

Excessive absent is defined as a student that misses 38 or more hours of school in a single month, or 65 or more hours in one school year, with or without a legitimate excuse. Chronic absenteeism is defined as any student missing 10% or more of the school year for any reason.

The following procedures will be followed for students are habitually truant:

Attendance Intervention Team

The purpose of an attendance intervention is to design and implement a plan to address the student's attendance concerns. A variety of factors will be considered when designing a specific plan to meet the needs of the student. A copy of all notifications, letters, and any attendance intervention plans will be kept in the student's file.

- **Step 1:** Parents of students that have accumulated 38 (or more) hours in one month or 65 (or more) hours in one school year of excused and/or unexcused absences will be considered excessively absent and will be required to participate in an attendance conference with a building representative at the student's home building.. This attendance conference will be used to discuss the issue(s) surrounding the student's attendance. An informal plan may be developed.
- **Step 2:** Parents of students that have accumulated 30 (or more) consecutive hours at any time, 42 non consecutive in one month, or 72 (or more) hours in one school year of unexcused absences will be considered habitually truant and will be required to participate in an attendance intervention team planning meeting with a building representative at the student's home building. Students who have been identified with an attendance intervention plan will then be monitored over the next 60 school days by building administration and the Office of Student Services. Those students who have not shown a significant amount of progress on an attendance intervention plan will then be considered to be habitually truant and referred to juvenile court.
- **Step 3:** Once a student has been placed on an attendance intervention 60 day plan they will automatically be referred to the **Attendance Community Response Team**. This team will continue to support the attendance intervention plan by offering support to families to reduce attendance barriers.
- **Step 4:** If at any time, an attendance intervention plan is deemed to be unsuccessful, a formal complaint may be filed with the Stark County Family Court against the student and/or parent(s) for habitual truancy.
- **Step 5:** A truancy hearing will then be scheduled with the Stark County Court to serve as an opportunity for parents and school representatives to present prior documentation of records and attempted interventions by the school district.

- **Step 6:** If a student is found to be “true” of the previous charges filed and violated the agreement then a violation of a prior court order complaint may be filed with the court authorities against the student and/or parent(s).
- **Step 7:** A violation of a prior court order hearing will be scheduled with the court authorities. The hearing will provide the parents, students, and school district to present relevant information regarding the student’s attendance.

The Superintendent is authorized to establish an educational program for parents of truant students which is designed to encourage parents to ensure that their children attend school regularly. The Superintendent shall develop administrative guidelines that:

- A. Ensure proper procedures are established so the student and his/her parents are provided the opportunity to challenge the attendance record prior to notification and that such notification complies with R.C. 2151.022C
- B. Ensure a school session which is in conformity with the requirements of the rules of the State Board.
- C. Govern the keeping of attendance records in accordance with the rules of the State
- D. Identify the habitual truant, investigate the cause(s) of his/her educational program to meet particular needs and interests
- E. Ensure that students who are absent have an opportunity to make up work they missed and receive credit for the work, if completed
- F. Ensure that any student who, due to medically documented physical or mental impairment, exceeds or may exceed the District’s limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act. (IDEA) or Section 504 of the Rehabilitation Act of 197 or other appropriate accommodation.

Vacation or Other Pre-Arranged Absences

Parents are encouraged not to take their child out of the school for family vacations as this is an interruption in their academic instruction. Whenever a proposed absence-for-vacation for five (5) or more days is requested, parents must submit the request to the Director of Student Services. For less than five (5) days, the request is submitted to the principal. The length of absence should be made clear, and those involved should have an opportunity to express their views on the potential effects of the absence. Parents will be notified by a letter from the principal or the Director of Student Services either approving or denying the parent request.

Bicycles

Student bicycles are not permitted to be left on school property unattended during the school day.

Bus Transportation

Alliance City Schools provides bus transportation for students in grades Preschool through 12th grade who reside with their legal guardian and live one mile or further from their assigned school of attendance.

Riding a school bus is a privilege and it is the student's duty and obligation to obey all bus rules for safety reasons. Any questions or concerns about bus transportation should be directed to the Transportation Supervisor at (330) 829-0348.

Alliance City Schools strives to make the school bus ride to and from school a safe experience for all students. Student safety is our #1 priority. Parent/Guardians need to be aware of the following procedures if their child misses the bus, please see below:

- If the bus is late, the following may be the reason: road conditions, weather, traffic, waiting on a student not ready, trains, blocked roads, trash trucks, road work, and emergency vehicles.
- If your child is going to be absent from school, please call the bus garage at 330-829-0348 and the student's assigned school building. This will help the driver to only make necessary stops.

AELS ONLY

The bus driver must see an adult, before AELS students can exit the bus. If you want someone other than yourself to take your child off the bus, their name must be on the **Emergency Medical Authorization** or your child will be returned to AELS.

Alliance City School District Bylaws & Policies: 8630 - Student Removal/Suspension From Transportation

The Board of Education holds that busing is a privilege, not a right, which may be removed from any student who violates the rules of the District, or who conduct himself/herself in a manner which is considered dangerous to persons or property or a threat to the safe operations of the school bus.

The school bus driver shall be responsible for discipline of students while they are being transported to or from our school. When a problem in student conduct requires stringent discipline, the driver shall report it in writing to the principal. A student may be suspended from bus transportation by the Principal for disciplinary reasons up to maximum of ten (10) days, in which case the parents are responsible for the student's transportation.

Parent Transportation Guidelines

1. Students will ride their assigned bus both to and from school unless a written request asking permission to be let off at some other stop is presented to the bus driver and signed by the parent/guardian. Parents will assume the responsibility of the child when such a request is made and granted. Students will not be permitted to ride a bus other than their regular bus unless the Principal approves a written request from the parent/guardian for the change.
2. Parents/guardians are responsible for the safety of students while going to and from pick up points and for meeting the bus on schedule. Be ready at least 5 minutes before the bus arrives.
3. Buses operate on a time schedule as outlined by the Transportation Supervisor.
4. Parents/guardians will be responsible for any vandalism or damage to a bus by their children.
5. Students shall be waiting curbside of the street to board the bus when it stops in the morning.
6. No unauthorized passengers shall be transported on a school bus.

Student Transportation Guidelines

1. Smoking, drinking, drugs, eating, gum chewing, and littering are not permitted on the buses by students, adults, chaperones, or others.
2. Noise on a bus shall be kept to a minimum at all times to assure safety of operation.
3. Absolute quiet must be maintained at railroad crossings or other danger areas.
4. Nothing shall be thrown out of the bus nor anything held so it extends out of the window.
5. All parts of student's bodies shall be kept inside the school bus at all times.
6. Students shall sit three to a seat at AELS, Rockhill and Parkway Elementary Schools
7. Seats may be assigned by the driver to maintain order and for evacuation purposes
8. While students are riding on the bus, animals, firearms, ammunition, explosives, and other dangerous materials or objects that may interfere with the safe operation of the vehicle shall not be transported.
9. Wait away from the road.
10. Stay out of the Danger Zone, which is (10) steps around the bus on all sides.
11. Only cross the road in front of the bus, never behind the bus.
12. Use handrails to get off the bus.

Types of Bus Conduct for Which a Student May Be Disciplined

The first and second violation of a behavior in this category will result in school-based discipline, as determined by the building administrator. School based discipline action may include a verbal warning, written warning, detention, in-school suspension, or a parent/student/driver/administrator conference. A third violation of a behavior in this category will result in a (3-10) day suspension from riding the school bus.

- Use of chewing tobacco or snuff
- Expectoration (spitting)
- Consumption of food or beverages
- Use of obscene language or visual forms of vulgarity
- Refusing to remain seated until the driver gives permission to leave
- Refusing to obey the instructions of the driver
- Any misconduct, visually acknowledged and in the judgment of the bus driver, which may threaten the safety and well being of persons or property on the bus or at a bus stop.
- Leaving or boarding a bus at locations other than the assigned stop unless parental and administrative authorization has been given.
- Body parts hanging outside window or door
- Throwing objects inside or outside of the bus
- Verbal harassment of another student

Types of Bus Conduct for Which a Student Will be Suspended and/or Expelled from Riding the Bus

A violation of a behavior in this category will result in a (3-10) day suspension from riding the school bus and/or a recommendation for expulsion from riding the school bus.

- Unauthorized use of the emergency exit door
- Fighting or physical abuse of another student

- Physical or verbal abuse of the driver
- Possession and/or use of weapons or explosives, including fireworks
- Possession, use, or being under the influence of drugs or alcohol
- Intentional destruction of the bus, bus equipment, or possessions of the driver or another student.

Non-Sufficiently Funded Checks

The Alliance City School District has contracted with the Federal Automated Recovery Systems (FARS) for the electronic collection of checks returned for insufficient funds (NSF). When you provide a check as payment, you authorize us to either to use information from the check to make a one-time electronic fund transfer from your account or to process the payment as a check transaction. You authorize us to collect a fee through an electronic fund transfer from your account if your payment is returned unpaid.

All checks that are currently past due will also be recovered through this process if not paid in full by the start date of the program. Please include the following on your check: Full Name, Street Address, and Phone Numbers.

If there are any questions, please contact our District Treasurer, Kirk Heath, at 330-821-2100.

Special Accommodations

Persons Upon request to the building administrator, the District shall make reasonable accommodations for disabled persons, including those persons with hearing impairments, to participate in school activities. To make proper arrangements for the needed accommodation, please submit a written request to the building administrator a minimum of one week in advance of the scheduled school activity.

Homeless Students

Homeless students will be provided with a free and appropriate public education in the same manner as other students served by the District. Homeless students are eligible to receive transportation services, participate in education programs for students with disabilities or limited English proficiency, participate in gifted and talented programs, and receive meals under school nutrition programs. Homeless students will not be denied enrollment based on lack of proof of residency.

For additional information contact the liaison for Homeless Students, Jane Stoner at 330-821-2100.

Bullying, Harassment, and Intimidation

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board

will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, on a school bus, or while enroute to or from school, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

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

Harassment, intimidation, or bullying means:

- A. any intentional written, verbal, electronic, or physical act that a student or group of students exhibits toward another particular student(s) more than once and the behavior both causes mental or physical harm to the other student(s) and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s); or
- B. violence within a dating relationship.

"Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device. Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name calling, taunting, making threats, and hazing.

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

Any student or student's parent/guardian who believes s/he has been or is the victim of aggressive behavior should immediately report the situation to the Building Principal or assistant principal, or the Superintendent. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate administrator or Board official. Complaints against the Building Principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above.

All complaints about aggressive behavior that may violate this policy shall be promptly investigated. The Building Principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether acts of harassment, intimidation, and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

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

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyber-bullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy **5517** - Anti-Harassment. Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Retaliation may result in disciplinary action as indicated above.

Deliberately making false reports about harassment, intimidation, bullying and/or other aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Deliberately making false reports may result in disciplinary action as indicated above.

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

The District shall implement intervention strategies (AG 5517.01) to protect a victim or other person from new or additional harassment, intimidation, or bullying and from retaliation following such a report.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law). The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken. If after investigation, acts of bullying against a specific student

are verified, the Building Director or appropriate administrator shall notify the custodial parent/guardian of the victim of such finding. In providing such notification care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, and/or bullying.

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

Complaints

Students and/or their parents/guardians may file reports regarding suspected harassment, intimidation, or bullying. Such reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected harassment, intimidation, 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, and they shall be promptly forwarded to the Building Director for review, investigation, and action. Students, parents/guardians, and school personnel may make informal or anonymous 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 complaints shall 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. A school staff member or administrator who receives an informal or anonymous complaint shall promptly document the complaint in writing, including the information provided. This written report shall be promptly forwarded by the school staff member and/or administrator to the Building Director for review, investigation, and appropriate action.

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

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

Title IX

The Alliance City School District has developed policies that focus on the right of pupils and the right to participate in academic, athletic, and any other extra curricular activities without regard to sex, race, color, national origin or disability.

Non Discrimination Policy

In accordance with all federal, state, and local laws Alliance City Schools does not discriminate on the basis of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, military status ancestry, genetic information (collectively, "Protected Classes"), or any other legally protected category, in its programs and activities, including employment opportunities. (In accordance with Policy 4122). Alliance City Schools Section 504 Coordinator is Mrs. Jane Stoner and the Title IX Coordinator is Mr. Jason Dixon, 200 Glamorgan St. Alliance, OH 44601.

Release of Student Information and FERPA:

Ohio Revised Code 3319.321 permits school districts to release directory information without the permission of the parent/guardian as long as it is not any person or group for use in a profit making plan or activity. Parents have the right to object, in writing, to the release of directory information. If parents/guardians do not want their child's Directory Information released to groups approved by the Alliance City Schools, they should notify the principal in writing. Alliance City Schools follows the guidelines of the Family Educational Rights and Privacy Act (FERPA) regarding all student records.

Child and Adolescent Behavioral Health School-based Mental Health Services

Child and Adolescent (C&A) have been integrated into Alliance City Schools to provide mental health services to all schools in the district. Through individual and family counseling, case management, and consultation to student and families the goal is for positive changes in a student's academic performance and decreases in disciplinary issues.

Family Support Specialist:

Through a partnership with the Stark County Educational Service Center and ACS each school building has a Family Support Specialist (FSS) assigned to each building. The FSS supports students who face obstacles or struggle to be successful in the school setting. This is a collaborative effort with the school, student, and family working together to provided needed support.

Board of Education

Sally Ailes, President

John Gasparik, Vice-President

William Koch, Member

Elayne Dunlap, Member

Teresa Caserta, Member

Administration

200 Glamorgan Street

Alliance, Ohio 44601

(330) 821-2100

District

Jeffrey Talbert, Superintendent

Jason Dixon, Assistant Superintendent

Kirk Heath, Treasurer

ALLIANCE HIGH SCHOOL ALMA MATER

On the rolling verdant terrace,

With the trees close by,

Stands our noble Alma Mater,

Dear Alliance High.

Lift your voices, laud and praise her,

For there are but few

That are like our Alma Mater,

Hail the Red and Blue.

Far above all other schools,

Stands Alliance High,

She will never be forgotten,

As the years go by.

Lift your voices, laud and praise her,

For there are but few

That are like our Alma Mater,

Hail the Red and Blue.