



The Shepard School



FAMILY HANDBOOK 2023-2024 SCHOOL YEAR



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WELCOME TO THE 2021-2022 SCHOOL YEAR

LETTER FROM CHIEF EXECUTIVE OFFICER

Hello Families, Parents and Legal Guardians:

I would like to welcome you to The Shepard School Public Community School. We are excited about venturing from Washington, D.C. to Columbus, Ohio where we "start early and soar high" by providing our young students with rich and robust academic programs, exceptional learning in social and emotional development, and a variety of amazing extracurricular activities that challenge and stimulate their minds as well as enhance their physical development. We are eager to have you as a partner on the most important job in the world: raising our future leaders.

Please know that we are here to support you in this challenging but rewarding responsibility. There are great things happening at The Shepard School this year. Please watch for our notices, emails, messages and tweets.

Every year we expect all of our scholars to experience success. We are looking for you to help your children to be the best that they can be. Here are some areas where you can help set your child up for success:

1. Please put your children to bed early. Studies have shown that children who sleep for at least 8 hours do better in school.
2. Please make sure your child arrives in time for breakfast at school. Breakfast is free at The Shepard School! The breakfast is planned to be very healthy and will help your child succeed.
3. Please make sure that you get your child to school on time every day and that he/she remains at school all day.
4. Please take time to meet your child's teacher. Building good communication between home and school, particularly parent/legal guardian and teacher, helps the child succeed at a very high level.

Thank you so much for trusting Eagle Academy to provide your child with an outstanding educational experience.

Warm Regards,

Joe M. Smith, Ph.D.
CEO/CFO

DISCLAIMER

No handbook could possibly take the place of the use of sound judgment. It is expected that all staff members, families/legal guardians, and community members will exercise sound judgement in their actions and **act in the best interest of all scholars at all times** with total attention to the safety and welfare of everyone in the building.

It is understood that by receiving this handbook and being enrolled at The Shepard School by Eagle Community Schools of Ohio (which will be referred to as "The Shepard School"), all families/legal guardians understand the expectations represented by the policies and procedures in this handbook. While it is not possible to cover every situation we might encounter, and this handbook does not attempt to do so, it is expected that all families/legal guardians, and community members will support and follow all school-wide decisions, policies, and procedures set at any time. All decisions, policies, and procedures are ALWAYS made taking into consideration the best interest of all scholars at The Shepard School, and will always be made available in their most current form for families/legal guardians, and community members.

The Shepard School reserves the right in its sole discretion to amend this handbook at any time and to deviate from these policies and procedures where The Shepard School considers it best to do so under the circumstances.

MISSION, VISION, CORE VALUES, AND THE PROFILE OF THE SHEPARD SCHOOL GRADUATE

MISSION

The Shepard School by ECS of Ohio's mission is to build the foundation for a promising future for all scholars in a rich, robust learning environment that fosters creativity and problem solving abilities. We emphasize cognitive, social and emotional growth by engaging children as active learners in an inclusive learning environment. The Shepard School's mission is rooted in the unwavering belief that all scholars regardless of zip code or ethnicity deserve high quality educational choice.

VISION

We believe in investing in the entire child. Our scholars will have a strong academic foundation and also become confident individuals with positive self-esteem. A scholar's social and emotional development is just as critical as their cognitive growth, and our SEL curriculum will be incorporated into every scholar's daily academic routine in order to achieve this high level of cognitive growth. Community and family involvement complement our commitment to developing the entire scholar and are critically important to our vision; we pride ourselves in being "family advocates" and supporting families in their personal and professional development as we work together as partners in order to provide the highest level of education possible to each scholar.

Content knowledge is necessary, but no longer sufficient, to be successful in our constantly-connected and ever-shrinking world. Scholars at Shepard need to be respectful, effective communicators, creative problem solvers, critical and reflective thinkers, self-directed and life-long learners, and proficient users of technology. Our school and staff will provide scholars with a safe and secure learning environment so that they will take advantage of a wide variety of resources and learning strategies. When our scholars leave Shepard, the goal is for all to be technologically literate scholars who demonstrate high-order thinking skills. Shepard scholars will be intrinsically motivated to achieve success as mathematical thinkers, proficient readers and writers, explorers of scientific inquiry, and creators and appreciators of the arts. Positioning our scholars to continue taking ownership over their education as they progress through secondary school and to college and/or their career. Many of the careers our scholars will embrace at age 18, 22, or 26 don't yet exist, so it is our task to ensure that scholars are equipped with both the academic and the technological skills necessary to be successful in a dynamic, global marketplace.

CORE VALUES

The Shepard School, a culturally sensitive elementary community, believes the following:


- Each classroom setting functions as a provocative learning environment to promote learning experiences that provide awe and wonderment for the young learner.
- Promoting language acquisition and literacy development through the use of developmentally appropriate practices is a critical component of the early learning years.
- Discovery is planned with intentionality for students to be independent, critical thinkers developing at their own pace.
- Stakeholders must be committed to social competence, emotional well-being, and individual cognitive growth of all students to achieve and exceed District of Columbia Office of State Superintendent of Education (OSSE) Early Childhood Standards.

- Students learn at high levels through hands-on, creative and imaginative learning opportunities while building a sense of joy for lifelong learning.
- A carefully constructed bridge between school and home encourages and invites parents/guardians to be partners and advocates in the education of their child.

THE PROFILE OF THE SHEPARD SCHOOL GRADUATE

- The profile of an Eagle Academy Public Charter School student at the end of third grade is that of a confident person with positive self-esteem. The student is a respectful individual, effective communicator, creative problem solver, critical and reflective thinker, self-directed lifelong learner, and proficient user of current technology.
- All students develop a strong foundation for continual learning by working to achieve high standards and meet expectations. Accountability is shared among parents, educators and the students themselves. Our school and our staff provide students with a safe and secure learning environment so that they take advantage of a wide variety of resources and learning strategies.
- When our scholars leave Eagle Academy, the goal is for all to be technologically literate students who demonstrate high-order thinking skills. Eagle Academy scholars are intrinsically motivated to achieve success as mathematical thinkers, proficient readers and writers, explorers of scientific inquiry, and creators and appreciators of the arts.

SCHOOL COLOR, MASCOT, and MOTTO

COLORS The Shepard School's colors are red, gray and yellow.	
MASCOT The Shepard School's mascot is the eagle.	
MOTTO A building of lifelong learners, responsible community citizens, and champions of our own success.	

SCHOOL CALENDAR



2021-2022 The Shepard School Calendar

July 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
September 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
October 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
December 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July	
0	Instructional Days
August	
2 - 31	All Staff - School Year Preparation Days PD: Family Day Week (orientation for families)
30-31	
0	Instructional Days
September	
1	Soft Opening First Day Of School
6	School Closed - Labor Day
17	School Closed - PD Day
27	First Day Of School
4	Instructional Days
October	
8	School Closed - PD Day
11	School Closed - Columbus Day
18-19	3rd grade guarantee testing
19	Instructional Days
November	
5	School Closed - Family Day
11	School Closed - Veteran's Day
12	School Closed - PD Day
24 - 26	School Closed - Thanksgiving Break
16	Instructional Days
December	
9	Last Day of First Trimester
13	First Day of Second Trimester
20 - 31	School Closed - Holiday Break
13	Instructional Days

January 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
February 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					
March 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
April 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
May 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
June 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

January	
3	School Closed - PD Day
17	School Closed - MLK Day
19	Instructional Days
February	
18	School Closed - Family Day
21	School Closed - President's Day
18	Instructional Days
March	
10	Last Day of Second Trimester
11	School Closed - PD Day
14	First Day of Third Trimester
22-23	OST Testing for ELA
29-30	OST testing for ELA 3rd, 4th, 5th Grade
22	Instructional Days
April	
1	School Closed - PD Day
15	School Closed - Good Friday
18-22	School Closed - Spring Break
14	Instructional Days
May	
20	School Closed - Family Day
30	School Closed - Memorial Day
20	Instructional Days
June	
8	Last Day of School
9	PD Day All Staff
10	Returning Staff PD
6	Instructional Days

Calendar template by Christopher McDonnell, McDonnell & Associates LLC

151.0 Annual Instructional Days
943.8 Annual Instructional Hours
3.8 Calamity Days Permitted
236.0 Admin Work Days
200.0 Teacher Work Days

ATTENDANCE

Attendance Policy

Compulsory Attendance Statement

"The Shepard School by ECS of Ohio is a community school established under Chapter 3314. of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administration or the Ohio Department of Education."

Policy

Members of The Shepard School can support the mission of the school by ensuring that scholars are in attendance every day. If scholars are not at school, they miss out on valuable instructional time.

Scholars enrolled at The Shepard School must attend school regularly in accordance with the laws of Ohio. The educational program offered by the school is predicated upon the punctuality of the scholar and requires continuity of instruction and classroom participation. Families must contact the school in accordance with the procedures set forth in the section below whenever a scholar is absent.

Attendance shall be required of all scholars enrolled at The Shepard School during the days and hours that the school is in session. Attendance need not always be within the school facilities, but a scholar will be considered to be in attendance if present at any place where school is in session by authority of the board.

While we understand that scholars get sick and unforeseen circumstances may affect school attendance, we ask that families work to make sure that scholars miss **no more than 8** school days throughout the school year.

Our **doors open at 8:30** each morning, and scholars must arrive **before 9:15 am** in order to be considered on time and eat breakfast. Scholars are expected to **arrive on time and to stay at school until the end of the day**. A scholar will be considered "tardy" if they arrive after 9:15am, and a scholar will be considered an "early dismissal" if they leave before 3:30pm. **If a scholar arrives at school after 9:15am, a family member must bring them into the building and sign them in at the front office.**

The following items are deemed as excused absences:

- ☐ Transportation due to issues with bussing
- ☐ COVID-19, must have documentation
- ☐ Medical Appointments with note from physician
- ☐ Bereavement, 3 days

Reporting Absences

Families/legal guardians are required to do the following:

- 1) Notify the school if their child will be absent that school day by (inset time)
- 2) Submit written documentation stating the reason for the child's absence
(Example: medical/dental appointments, under doctor's care, hospitalized, etc.)

We strive to have all Shepard School scholars to reach a 95% attendance milestone, or better. Please make sure that as a legal guardian you bring your children to school every day. Any absences, including a late arrival, early dismissal, or other absence from any portion of the instructional day, without a valid excuse, shall be recorded as an unexcused absence. The following are valid attendance excuses authorized by The Shepard School by Eagle Community Schools of Ohio Board of Trustees:

- 1) Scholar illness and or medical/dental appointments with documentation
- 2) Illness or family emergencies, which require the presence of the child in the home
- 3) Death in the family
- 4) exclusion , by direction of the state of Ohio, due to quarantine, a contagious disease, an infestation, or other conditions requiring separation from other scholars for medical or health reasons
- 5) Scholar attendance to any judicial proceeding as a plaintiff, defendant, and/or witness
- 6) Observance of religious holidays as members of a religious group
- 7) Lawful suspension or expulsion from school by school authority
- 8) Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) requiring closing or suspension of classes
- 9) Absences to allow a scholar to visit their family/legal guardian, who is in the military; immediately before, during, or after deployment
- 10) Other absence(s) approved in advance by the Principal upon written request of a family/legal guardian

It is of utmost importance that scholars are present in school at least 80% of the day to be counted present, otherwise they are recorded absent per Section 3321.04 of the Ohio Revised Code. Per Ohio attendance laws, scholars who miss more than 20% of the school day are marked "partial day absent." Partial day absences count the same as a full day absence for reporting purposes.

Truancy is defined as a child's absence from school without the proper knowledge or permission of the family/legal guardian or the school. Chronically truant is defined as a scholar who accrues 10 or more unexcused absences within a single school year. The Shepard School will report any chronically truant and/or absent scholars to the appropriate law enforcement personnel and children and family services after the accrual of 10 unexcused absences. (per section 3321.19 of the Ohio Revised Code)

Response to Absences and Tardiness

Action	Response
0 Tardies/Early Dismissals in a Trimester	The scholar is congratulated and recognized publicly for exceptional attendance and commitment to his/her/they education
0 Absences in a Trimester	The scholar is congratulated and recognized publicly for exceptional attendance and commitment to his/her/they education
1-4 Tardies (arrival after 9:15am)	Robo call goes out to the number listed for legal guardian
5-9 Tardies	Robo call goes out to the number listed for legal guardian
10-14 Tardies	<ul style="list-style-type: none"> • Robo call goes out to the number listed for legal guardian • A letter of warning is sent to the family/legal guardian • Contact is made with the family/legal guardian for support
15 or more Tardies	<ul style="list-style-type: none"> • Robo call goes out to the number listed for legal guardian • Required Attendance Meeting with family/legal guardian/Principal and relevant members of attendance committee • Implementation of Attendance Plan • Child and Family Services is contacted, if appropriate • Other responses: Possible Scholar retention, Administrative withdrawal from school
1-4 Early Dismissals (leaving before 3:30pm)	Robo call goes out to the number listed for family/legal guardian
5-9 Early Dismissals	Robo call goes out to the number listed for family/legal guardian
10-14 Early Dismissals	<ul style="list-style-type: none"> • Robo call goes out to the number listed for family/legal guardian • Contact is made with the family/legal guardian for support
15 or more Early Dismissals	<ul style="list-style-type: none"> • Robo call goes out to the number listed for family/legal guardian • Required Attendance Meeting with family/legal guardian/Principal and relevant members of attendance committee • Implementation of Attendance Plan • Child and Family Services is contacted, if appropriate • Other responses: Possible Scholar retention, Administrative withdrawal from school
Excessive Tardiness and/or Early Dismissals	The Shepard School will intervene in cases where attendance issues related to tardiness and/or early dismissals are

	disrupting the classroom environment and causing academic issues for the scholar
1-3 Unexcused Absence	Robo call goes out to the number listed for family/legal guardian
Unexcused Absences reach 18 hours (3.17 days)	<ul style="list-style-type: none"> • Robo call goes out to the number listed for family/legal guardian • The family/legal guardian will receive a warning letter entitled <i>Attendance Warning Letter</i>
Unexcused Absences reach 36 hours (6.35 days)	<ul style="list-style-type: none"> • Robo call goes out to the number listed for family/legal guardian • The family/legal guardian will receive a warning letter entitled <i>Attendance Warning Letter II</i>
Unexcused Absences reach 54 hours (9.52)	<ul style="list-style-type: none"> • Robo call goes out to the number listed for family/legal guardian • The family/legal guardian will receive a warning letter entitled <i>Attendance Warning Letter III</i>
Unexcused Absences reach 30 consecutive hours (5.29 days)	<ul style="list-style-type: none"> • Robo call goes out to the number listed for family/legal guardian • The family/legal guardian will receive a warning letter entitled <i>Written Notification of Habitual Truancy</i> • Required Attendance Meeting with family/legal guardian/Principal and relevant members of attendance committee • Implementation of Attendance Plan
Unexcused Absences reach 42 hours in one month (7.41 days)	<ul style="list-style-type: none"> • Robo call goes out to the number listed for family/legal guardian • The family/legal guardian will receive a warning letter entitled <i>Written Notification of Habitual Truancy</i> • Required Attendance Meeting with family/legal guardian/Principal and relevant members of attendance committee • Revision of Attendance Plan
Unexcused Absences reach 72 hours in a year (12.70 days)	<ul style="list-style-type: none"> • Robo call goes out to the number listed for family/legal guardian • The family/legal guardian will receive a warning letter entitled <i>Written Notification of Habitual Truancy</i> • Required Attendance Meeting with family/legal guardian/Principal and relevant members of attendance committee • Revision of Attendance Plan
Excused and Unexcused Absences reach 38 hours in one month (6.70 days)	<ul style="list-style-type: none"> • Robo call goes out to the number listed for family/legal guardian • The family/legal guardian will receive a warning letter entitled <i>Written Notification of Excessive Absences</i>
Excused and Unexcused Absences reach 65 hours	<ul style="list-style-type: none"> • Robo call goes out to the number listed for family/legal guardian

in one year (11.46 days)	<ul style="list-style-type: none"> The family/legal guardian will receive a warning letter entitled <i>Written Notification of Excessive Absences</i> <p>If a scholar has any combination of 65 hours (9.4 days) excused and/or unexcused absences in a year, it is considered a serious issue. At this point, the scholar is at risk of not being promoted to the next grade. The School Principal and School Superintendent reserve the right to retain any scholars who miss more than 65 hours of school.</p>
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Truancy

A scholar is habitually truant if the scholar is absent without a legitimate excuse for thirty (30) or more consecutive hours without a legitimate excuse; absent fourth-two (42) or more hours on one month without a legitimate excuse; absent seventy-two (72) or more hours in one year without a legitimate excuse.

A scholar is considered to have excessive absences if the scholar is absent without a legitimate excuse for thirty eight (38) or more hours in one school month without a legitimate excuse; absent sixty-five (65) or more hours in one school year with or without a legitimate excuse.

Legitimate excuses for the absence of a scholar otherwise habitually truant or excessively absent include but are not limited to:

1. the scholar was enrolled in another school;
2. the scholar's absence was excused in accordance with applicable law or policy; or,
3. The scholar has received an age and schooling certificate.

Absence Intervention Team

An absence intervention team will be established for each scholar who is absent for a period of time that exceeds the threshold for a habitual truancy. Within ten days after the absence of a scholar surpasses the threshold for habitual truant, the School Director or his/her designee will assign the scholar to an absence intervention team. Membership of each intervention team may vary based on the needs of each individual scholar, but must include:

- (1) A representative from the child's school district or school
- (2) Another representative from the child's school district or school who knows the child
- (3) The child's parent (or parent's designee), or the child's guardian, custodian, guardian ad litem, or temporary custodian. The team may also include a school psychologist, counselor, or social worker, or a representative of a public or nonprofit agency designed to assist students and families in reducing absences.

The School Director or his/her designee will make at least three meaningful, good faith attempts to secure participation of the scholar's parent/guardian within seven school days of the habitual truant triggering absence. If the parent/guardian fails to respond, the school will:

- (1) Investigate whether the failure to respond triggers mandatory reporting to the county public children's services agency
- (2) Instruct the absence intervention team to develop a plan for the child without the child's parent/guardian.

Filing a Complaint in Juvenile Court

The attendance officer (the School Director or his/her designee) must file a complaint in juvenile court against a scholar on the 61st day after the implementation of an absence intervention plan or other intervention strategies, provided that all of the following apply:

- (1) The scholar was absent without legitimate excuse from the public school the child is supposed to attend for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in a school year.
- (2) The school district or school has made meaningful attempts to re engage the scholar through the absence intervention plan and any offered alternatives to adjudication
- (3) The scholar has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered alternative to adjudication.

If the 61st day after the intervention falls on a day during the summer months, the school may extend the implementation of the plan and delay the filing of a complaint for an additional 30 days after the first day of instruction of the next school year.

R.C. §3321.01; §3314.03(A) (6); §3321.13-.191

Withdrawal: 105 Hour Rule

A scholar who fails to participate in one hundred five consecutive hours of learning opportunities will be automatically withdrawn unless the scholar's absence is excused. Otherwise, a parent may withdraw a scholar voluntarily by signing a Voluntary Withdrawal form with the School Director or his/her designee.

R.C. §109.65; R.C. §3313.96; R.C. §3313.672

Attendance: Key Takeaways

- The Shepard School scholars need to be here, **on time (before 9:15am), every day.**
- If your scholar is going to be absent or tardy, **call us at (234) 517-7633!**
- Schedule appointments and vacations around The Shepard School calendar (there are 36 non-school days to choose from).
- There is a difference between being truly "sick" and just "not feeling well."
 - **STAY HOME:** fever (above 101), diarrhea, vomiting, severe cough and cold, pinkeye, severe rashes, or severe headaches
 - **COME TO SCHOOL:** mild cough or cold, mild earache, or mild upset stomach

ACADEMICS

The Shepard School will utilize Ohio's Learning Standards Teachers will develop rigorous curriculum and assessments for the year after analyzing the standards. Our goal is for all scholars to take challenging classes, complete high quality work both at school and at home, and receive excellent support from staff when necessary. It is also our goal to spend time educating the whole child and will utilize the Second Step curriculum to help our scholars learn about disparities in the world, their own feelings, and how to regulate those feelings.

In addition to the classes described above, The Shepard School will also utilize computer-based learning to meet scholars' individual needs. All scholars will access computers in the classroom at a one-to-one ratio for all core subjects and supplement work. This adaptive instructional program ensures that each scholar has an individualized academic lesson plan. This will ensure scholars receive extra support in areas in which they struggle and be pushed further in areas of strength.

During the 2020-2021 school year, school will be in session from Wednesday, August 18, 2021 until Friday, June 3, 2022. The year is divided into three trimesters, and at the conclusion of each trimester we will distribute report cards to all scholars. Families are also encouraged to check PowerSchool regularly to monitor their child's progress throughout the year. We ask that families join us for family days outlined below. Our annual Field Day and Awards Ceremony will take place on the last day of school, and families are welcome to join us for this fun and exciting event. The trimesters are divided as follows:

Trimester	Dates	Total School Days
1	September 1- November 23	52
2	November 29-March 4	54
3	February 22-June 3	54

There are 169 total instructional days in the 2021-2022 school year. Please see page 8 for the complete 2021-2022 school calendar.

Assessment Overview

Assessment	Timeframe	Grades	Description
Kindergarten Readiness Assessment-Revised (KRA-R)	<ul style="list-style-type: none"> ➤ Once per year ➤ Fall 	Kindergarten	<p>Kindergarten Readiness Assessment-Revised. The KRA is a research-based, developmentally appropriate assessment tool designed to measure school readiness of incoming kindergarteners across four domains:</p> <ul style="list-style-type: none"> ○ Language and Literacy ○ Mathematics ○ Social Foundations ○ Physical Well-Being and Motor Development
Renaissance STAR	<ul style="list-style-type: none"> ➤ At least three times per year ➤ Fall, Winter, Spring 	Kindergarten 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade	K-12 interim and formative assessment. Universal screener that provides progress monitoring and goal-setting data for scholars.
Ohio State Tests <ul style="list-style-type: none"> ● ELA (3rd-5th) ● Math (3rd-5th) ● Science (5th) 	<ul style="list-style-type: none"> ➤ Once per year ➤ Spring 	3rd Grade 4th Grade 5th Grade	All scholars across Ohio take state tests in the subjects of reading and math to assess their academic progress
Maroon Academy Reading Screener	<ul style="list-style-type: none"> ➤ When needed ➤ Beginning Fall 	Kindergarten 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade	<p>The Shepard School will be piloting a partnership with Marburn Academy where their professional reading screeners will screen scholars who are identified as being behind in reading per the STAR testing. These screeners are trained to spot the red flags of dyslexia and will provide families and teachers with a step by step breakdown of the gaps in reading and how to close them for each individual scholar.</p>

*One exception is the 3rd Grade ELA test, which scholars take in the fall, and then again in the Spring.

Classroom Assignments

Please note each of the following items are taken into consideration when deciding a scholar's placement:

- Teacher recommendations for scholar groupings
- Gender balance
- Scholar abilities creating heterogeneous classrooms
- Blending scholars from a variety of diverse backgrounds
- Staffing needs to provide continuous services to all scholars in the Response to Intervention (RTI)/Scholar Support Team (SST) process, 504 plans, and Individualized Educational Plan (IEP)
- Scholar academic needs
- Balancing class size

*** Family/legal guardian requests for classroom assignment or changes will be given consideration.

*** Classroom assignments may change, as enrollment changes.

*** Classroom changes will be decided by administration, based on the above considerations.

Field Lessons

Field lessons are for The Shepard School scholars only. Siblings are not allowed to accompany another grade level field lesson; no exceptions. Field lessons will be fun and educational, and offer opportunities to connect classroom learning with real-world experiences. Field lessons will supplement the curriculum and enhance the total educational program for the scholar. Each grade level will identify various age-appropriate standards-based field lessons throughout the year. Permission slips will be sent out at least two weeks prior to each trip that all families/legal guardians must sign. This allows your child permission to attend the field lesson. A scholar without an accompanying permission slip will not be permitted on the field lesson. If you wish to have your child attend a field lesson, you do not need to do anything other than pay the appropriate fee associated with the field lesson, if any.

Families/legal guardians 18 years of age or older, are welcome to chaperone field lessons, but spaces will be limited. All chaperones must submit documentation of a cleared background check prior to the field lesson that is not older than two years from the date of the trip. Chaperones will not be permitted to attend field lessons and may be removed from the trip if thought to be under the influence of legal (including prescription medication or marijuana) or illegal drugs or alcohol.

Homework

Homework is an essential part of success for every child, when used appropriately. We believe homework should be designed to reinforce skills taught in the classroom, enhance understanding of content and promote positive study habits. Families/legal guardians are encouraged to set a homework routine by establishing a common place to work, having the needed materials on hand, and encouraging the learning process. Teachers are encouraged to communicate any classroom expectations regarding homework for their individual classrooms.

Families should check and review their child's Homework each night and let teachers know if their child is struggling. Families may assist scholars with their Homework but should never do it for them. Some tips for helping your scholar:

1. **Check** your child's backpack every night and have him/her take out his/her Life Work folder.

2. **Review** the Weekly Syllabus to verify what assignments s/he needs to do.
3. **Help** your child complete his/her Life Work (but do not do it for him/her!).
4. **Read** with your child for 15 minutes every night.

The above process must be completed **every night** to ensure that scholars practice the requisite amount at home. We grow our brains by working hard, and part of working hard is practice. Completing regular Homework will help scholars grow their brains!

Family Days

Family days will be held four times a year. This is a time for teachers and staff to meet with families and scholars can share their progress in school with teacher assistance. Each family/legal guardian is required to make an appointment, in advance, for a face-to-face conference with their scholars' teacher on family days. The following are the scheduled family days for the 2021-2022 school year:

- August 30th and 31st-Family Orientations
- October 28th and 29th- End of Trimester 1
- February 17th and 18th- End of Trimester 2
- May 19th and 20th- End of the School Year

Report Cards

Teachers are responsible for keeping families/legal guardians informed about scholar progress. A team of caring Shepard School teachers and staff will be available to conference with families/legal guardians when scholar growth and development deviates significantly from the norm. Report cards will be issued to families/legal guardians at the end of each trimester.

Promotion & Retention

At The Shepard School, we believe that scholars should only be promoted when they have demonstrated proficiency of grade-level standards. The Shepard School is founded upon the understanding that promoting scholars to the next grade because of their age, not their readiness to do the work, is not always beneficial to scholars. Thus, one of the most critical and distinctive aspects of The Shepard Schools academic program is its promotion policy. To build a culture of learning and achievement, and to ensure scholars demonstrate readiness for the next grade level, scholars in grades kindergarten through fifth grade must have achieved the following (at the school's discretion):

- A passing grade (65% or higher) in all classes (ELA, Math, Science, and Social Studies)
- Missed no more than 65 hours (9.4 days) of instruction during the school year

The Shepard School will work diligently and consistently to keep families informed of their child's academic standing throughout the year. We will do this in the hopes to ensure that families are not caught off guard at the end of the year if their child is going to be retained. The following outline the systems The Shepard School has put in place to keep communication open and consistent with families regarding progress monitoring:

1. Frequent progress reports, as well as the detailed report cards after each trimester.
2. Family Days scheduled two weeks before the end of a trimester provide an arena in which to discuss the scholar's current progress in school and learn how we can all better support our scholars.

3. Finally, if we determine a scholar is at risk of retention, the School Director, and other members of The Shepard School team will call a family meeting to discuss the child's present academic levels and realistic academic progress expectations for the current year. Our goal will always be to push our scholars as much as possible to achieve at high levels, but at times we understand that it may take a scholar two years to progress one grade level. We will always make our best effort to identify these types of cases as early in the year as possible so we can establish an academic plan with families.

Besides academic mastery, The Shepard School reserves the right to use attendance as grounds for retention. As mentioned above, if a scholar misses more than 65 hours (9.4 days), s/he is at risk for retention. The central idea is that if scholars miss school, they miss valuable instructional time, and put themselves at risk of retention because of the time they miss. It is difficult for a young scholar to constantly play catch-up, so the most important thing a family can do to put their child on the path to promotion is to ensure they are here every day.

Promotion and retention of scholars with previously identified disabilities may be subject to the factors and policy above, but the school will also consider the contents of the scholar's Individualized Educational Plan (IEP).

Third Grade Reading Guarantee

Ohio recently crafted the Third Grade Reading Guarantee, which mandates a minimum score that scholars must earn on the state reading test in order to be promoted to the next grade. For the 2019-2020 school year, the State Board set a score of 683 on the third grade English Language Arts assessment as the promotion score. The Department also established a reading sub score of 46 as one of the allowable alternative assessment scores that can be used to inform promotion decisions. We will update families if these cut scores change for the coming school year.

If a scholar does not reach that score, the scholar may still move on to fourth grade if they qualify for a retention exemption. These exemptions apply to:

- Limited English proficient scholars who have been enrolled in U.S. schools for less than three full school years and have had less than three years of instruction in an English as a Second Language program;
- Special education scholars whose IEPs specifically exempt them from retention under the Third Grade Reading Guarantee;
- Any scholar who has received intensive remediation for two years and was previously retained in kindergarten through the third grade; and
- Scholars who demonstrate reading competency on a Reading Alternative approved by the Ohio Department of Education.

Academics: Key Takeaways

- The Shepard School is a **college-preparatory** school. We focus on foundational skills in the subjects of reading, writing, math, science, and social studies.
- **The Whole Child is important!** The Shepard School takes time to focus and teach social emotional regulation.
- **Sign** progress reports and return them to school.
- **Attend** Family Days. Mark your calendar now!
 - **August 16th and 17th**
 - **October 28th and 29th**
 - **February 3rd and 4th**
 - **May 19th and 20th**
- **Check** your child's backpack every night, **help** him/her with Homework, **read** with your child!

SCHOOL CULTURE

We at The Shepard School believe that a strong school community is the prerequisite for quality instruction. Establishing and maintaining the school community, instead of compliance, will promote personal ownership, strong sense of self, and intrinsic motivation in our scholars. School community and culture is built proactively through culturally and linguistically responsive (CLR) instructional practices, utilization of restorative practices (RP), positive behavior intervention management systems (PBIS), and trauma informed teaching, allowing scholars to build connections with both teachers and peers. When our school community or its members are challenged, we sustain it through restorative conversations and building community classes, rather than exclusionary discipline. The sum of all these components is a collective purpose to learn and grow together both academically and social emotionally.

Proactive Interventions	
Culturally and Linguistically Responsive Practices (CLR)	<p>CLR activities are intentionally planned and incorporated into a lesson with the purpose of honoring and taking into account the cultural behaviors of the scholars being taught.</p> <p>CLR Activity Categories</p> <ul style="list-style-type: none"> • Responsive Classroom Management • Responsive Academic Vocabulary • Responsive Academic Literacy • Responsive Academic Language • Responsive Learning Environment
Restorative Circles	<p>Restorative strategy used in the classroom to develop relationships, build community, and build skills in conflict resolution.</p> <p>Types of Restorative Circles</p> <ul style="list-style-type: none"> • Talk Circles • Parent/Community Circles • Staff Circles • Celebration Circles

Reactive Interventions	
Restorative Conversations	<p>Conversations that take place when harm has been experienced within the community that allow for the community to be restored. Through restorative language and questions, the conversation is centered around identifying the root cause and repair, instead of placing blame or shame.</p> <p>The following questions are used to facilitate a restorative conversation:</p>

	<ul style="list-style-type: none"> • What happened? • What were you thinking or feeling at the time of the incident? • What do you need? • Who was affected by what happened? Who was harmed? • What needs to be done to make things as right as possible for everyone involved?
Restorative Circles	<p>Restorative strategy that can also be utilized when harm has come to the larger community.</p> <p>Types of Restorative Circles</p> <ul style="list-style-type: none"> • Peace Circles • Re-entry Circles • Healing/Support Circles
Building Community Classes	<p>Lessons or asynchronously where scholars learn to become better citizens and members of our community in place of and/or in conjunction with a consequence.</p> <p>Building Community/Responsible Decision Making classes:</p> <ul style="list-style-type: none"> • Our Role in Our Community • Our Rights and Responsibilities in Our Community • How Bullying Affects Our Community • What It Means to Make Responsible Decisions • How Anger Affects Responsible Decision Making • How Social Media Affects Responsible Decision Making (Middle School and above) • How Drugs and Alcohol Affect Responsible Decision Making (Middle School and above)

Suspension & Expulsion Policy

The School recognizes that exclusion from the educational program is a serious sanction and that suspension and expulsion must follow due process mandates. Additionally, the school will comply with all state and federal law pertaining to scholars with disabilities.

A scholar may be disciplined for any violation of the scholar code of conduct, even if the violation occurs on property not owned or controlled by the school if the violation took place during activities connected with the school or if the behavior is directed at a school official

Any scholar suspended or expelled under this policy will not be permitted to participate in any extracurricular activities

Kindergarten through Third Grade Scholars

No scholar in grades kindergarten or third grade may be suspended except in accordance with the following:

- Bringing a firearm to school
- Bringing a knife capable of serious bodily injury to school
- Committing an act that is a criminal offense when committed by an adult and results in serious physical harm to persons.

- Making a bomb threat
- Necessary to protect the immediate health and safety of the scholar, classmates, staff and teachers, or other school employees

Suspension

The principal or designee may suspend a scholar from the school for not more than ten school days. If at the time a suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the principal may require the scholar to participate in a community service program or another alternative program for a number of hours equal to the remaining suspension period. The scholar shall be required to begin the program during the first full week day of the summer break. A principal may not apply the remaining suspension period to the following year.

Except in the case of a scholar given an in-school suspension, no scholar shall be suspended unless prior to the suspension the principal does both of the following:

1. Gives the scholar written notice of the intention to suspend the scholar and the reasons for the intended suspension;
2. Provides the scholar an opportunity to appear at an informal hearing before the principal or designee and challenge the reason for the intended suspension or otherwise to explain the scholar's actions.

The school shall provide scholars an opportunity to complete any classroom assignments missed because of an in-school or out-of-school suspension. Scholars shall be entitled to receive at least partial credit for a completed assignment; however, reasonable grade reduction may be made on account of a scholar's suspension. The school shall not assess a failing grade for a completed assignment solely on account of the scholar's suspension.

Expulsion

The superintendent may expel a scholar from the school for a period not to exceed the greater of eighty schooldays or the number of school days remaining in the semester or term in which the incident that gives rise to the expulsion takes place. If at the time an expulsion is imposed, there are fewer than eighty school days remaining in the school year in which the incident that gives rise to the expulsion takes place, the superintendent may apply any remaining part or all of the period of the expulsion to the following school year. No scholar shall be expelled under this policy unless, prior to the student's expulsion, the superintendent does both of the following:

1. Gives the scholars and the scholar's parent, guardian, or custodian written notice of the intention to expel the scholar;
2. Provides the scholar and the scholar's parent, guardian, custodian, or representative an opportunity to appear in person before the superintendent or superintendent designee to challenge the reasons for the intended expulsion or otherwise to explain the scholar's actions. The notice required under this section shall include the reasons for the intended expulsion, notification of the opportunity of the scholar and the scholar's parent, guardian, custodian, or representative to appear before the superintendent or superintendent designee to challenge the reasons for the intended expulsion or otherwise to explain the scholar's action, and notification of the time and place to appear. The time to appear shall not be earlier than three nor later than five school days after the notice is given, unless the superintendent grants an extension of time at the request of the scholar or the scholar's parent, guardian, custodian, or representative. If an extension is granted after giving the original notice, the superintendent shall notify the scholar and the scholar's parent, guardian, custodian, or representative of the new time and place to appear.

Unless a scholar is permanently excluded, the superintendent shall expel a pupil for a period of one year for bringing a firearm to the school, to an extracurricular event, or onto any other property controlled by the Board of Directors of the School. "Firearm" has the same meaning provided in the "Gun-Free Schools Act," a "firearm means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projective by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device, which includes a bomb grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or similar device. This definition would also include any weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has a barrel with a bore of more than one half inch diameter. The term does not include an antique firearm. The Superintendent may reduce the expulsion time on a case by case basis based upon the student's overall record at the School.

Traditions, Privileges, and Gifts

We believe that scholars should be exposed to as many opportunities such as "Traditions," "Privileges," and "Gifts" to better learn their roles and responsibilities within our School Community. Traditions are part of a community and help instill personal pride and responsibility to your community. Privileges are items you earn as a member of the community. Lastly, Gifts are given because your scholar is cared about here at The Shepard School and we want to show them how much we care.

TRADITIONS "BECAUSE YOU BELONG"			
BIRTHDAY CELEBRATIONS	When it's a scholar's birthday, their name will appear in the Eagle news and they will be asked to come to the office to receive their birthday twizzler.		
COMMUNITY CELEBRATIONS	Once per month, scholars will come together to celebrate each other.		
FRIDAY JEANS DRESSDOWN	Every Friday we celebrate, so everyone gets to wear jeans with eagle gear, highschool gear, college gear, military, or trade school gear.		
SPIRIT WEEK	Spirit week will take place three times per year, in the fall, winter and spring.		
	Fall <ul style="list-style-type: none"> • Pajama Day Monday • Twinning Tuesday • Wacky Wednesday • Rep Your School Thursday • Favorite Character Friday (Fall) 	Winter <ul style="list-style-type: none"> • Monday • Tuesday • Wednesday • Thursday • Friday 	Spring <ul style="list-style-type: none"> • Pajama Day Monday • Twinning Tuesday • Wacky Wednesday • Rep Your School Thursday • Tye Dye Friday

PRIVILEGES "BECAUSE YOU EARNED IT"	
EAGLE SPOTLIGHT	Scholars are nominated and voted on weekly to be the Eagle Spotlight of the week. They will be able to take home a posterboard to decorate with pictures. The board will hang in the hallway where teachers and fellow scholars will have the opportunity to write cards with positive affirmations to the Eagle Spotlight scholar.
PRINCIPAL'S LIST	Each trimester, all scholars who have earned a 4.0 GPA or all A's will be awarded the Principal's List honor.

DEAN'S LIST	Each trimester, all scholars who have earned a
PERFECT ATTENDANCE	Each trimester, all scholars who have not missed a day during that trimester will be awarded the Perfect Attendance honor.
THE SOARING EAGLE AWARD	Monthly, scholars who have been caught doing good will be entered into a raffle to win "The Soaring Eagle Award."
Young Scholars	

GIFTS "BECAUSE WE CARE"	
BIRTHDAY TWIZZLERS	To celebrate birthdays, scholars will come to the office to get their birthday twizzler and a special happy birthday from the principal.
T-SHIRTS	T-shirt will be given for the following: <ul style="list-style-type: none"> • Principal's List • Dean's List • Perfect Attendance • The Soaring Eagle • Young Scholars
EAGLE SPOTLIGHT POSITIVE AFFIRMATIONS	Scholars who are "Eagle Spotlight" scholars of the week will be able to take a poster board home to decorate with pictures and it will hang for the week in the hallway. Teachers and fellow scholars will be able to write cards with positive affirmations that the Eagle Spotlight Scholar will take home with their poster at the end of the week.

Dress Code

At The Shepard School, we believe in maintaining a professional learning environment at all times. One aspect of our professional learning environment is a dress code. The purpose of the dress code is to create a professional, safe, and respectful community where scholars can place their sole focus on learning. The dress code is in effect from the start of the school day until the end of the school day. Scholars are required to wear the The Sheppard School uniform Monday - Thursday unless otherwise noted.

The Shepard School Dress Code

- Black Shepard School uniform shirt
- Black/navy/khakis pants/shorts/skirts that fall at or below the knee
- Any closed-toe shoes without lights
 - Scholars may wear snow or rain boots, but must change into regular shoes upon arrival to school
 - If scholars do not yet know how to tie their shoes, please purchase Velcro shoes
- *Optional:* Plain black/brown/navy belt (only if needed to hold up pants)

Scholars must present a neat, professional appearance in order to be considered in uniform. Scholars' shirts must be tucked in and shoelaces/Velcro needs to be tied/secured.

We will do our best to maintain extra uniform items here at the school in cases of emergency. If you know your scholar is arriving without a piece of their uniform, please give the school a call so we can ensure we have the item here to supplement.

Friday Dress Code

- On Fridays scholars can wear jeans/jean shorts/jean skirts with no rips, cuts, or areas of exposed skin
- College gear/local high school gear/or eagle gear can be worn
- Any closed-toe shoes without lights

Dress Code "Don'ts"

Scholars are not allowed to:

- Wear sweatpants
- Wear underclothes that can be seen (except short and long-sleeve solid-color t-shirts)
- Wear bandanas
- Wear headbands that distract or may obscure the view of scholars
- Wear sandals or other open-toed shoes
- "Sag" their pants
- Carry cell phones or other electronic devices on their person during the school day

Other Dress Code Considerations

- **Spirit Wear:** The Shepard School will sell school spirit wear to scholars and their families at various times during the school year. There will also be opportunities during the school year where scholars can/will earn different pieces of spirit wear. Scholars may wear spirit wear in place of their The Shepard School uniform shirt. Scholars should still present a neat and professional appearance when wearing spirit wear.
- **Jewelry:** For health, safety, and in order to avoid issues related to jewelry, we ask that scholars not wear distracting jewelry to school (i.e. earrings larger than a quarter, large chains, bracelets that are noisy or make writing difficult, etc.). If a scholar comes to school with distracting jewelry, we will hold the jewelry for the day and send it home with the scholar at the end of the day.
- **Hair:** The style is a parenting decision but the inclusion of items into the hair must meet the following restrictions. The items may not be removed for any length of time during the day. The items must be very secure. Scholars may not groom themselves at school. Hairbrushes, combs, and other items used outside of the restroom or that make a trip to the restroom excessively long will be confiscated. These rules are deemed necessary for both males and females for the purpose of health, safety, and the school environment.
- **Key Chains:** Key chains should be kept in the scholar's backpack during the day.
- **Underclothes:** Any underclothing that can be seen, including but not limited to, underwear, brassieres, slips, or t-shirts with graphics, is not acceptable at The Shepard School. All t-shirts worn under the uniform should be a solid color and stay under the clothing of the child at all times.

- **Hygiene:** All scholars should be subject to appropriate hygiene on a daily basis. Scholars should take daily baths/showers, wear deodorant, and brush their teeth.
- **Change of Clothing:** Parents of scholars are encouraged to place a change of clothes, including underwear, in their child's backpack in case of a bathroom accident. If a child does not have a change of clothes at school and needs one, a family member will be called to bring a change of clothes. IN the event that we are unable to reach a family, we will do our best to find a replacement.

If families have questions or concerns about the dress code, they may contact the school.

Transportation Consequences

Busing to and from The Shepard School is provided by Columbus City Schools. The right to free transportation is dependent on the scholar's good behavior while waiting for and riding on the school bus. In order for the bus drivers to get scholars to school on time and safely, they must focus on the road at all times. Thus, on the bus, scholars must remain in their seats, talk quietly, and follow all directions given by the bus driver. Scholars who behave poorly on the bus compromise the safety of themselves and others. **Poor bus behavior may result in suspension or termination of transportation services. If a child is suspended from the bus, it will be the family's responsibility to arrange for alternative transportation.**

Bus drivers will write bus referrals, and the School Principal will investigate all bus referrals. In addition, the School Principal reserves the right to investigate bus incidents even without a referral from the bus driver. The Shepard School will use the following protocol in determining consequences for bus referrals. The following infractions will result in bus referrals, and the School Principal will discuss the incident and referral with the specific bus driver.

- Disrespectful behavior toward the bus driver or another scholar
- Physical violence and/or abusive language (swearing)
- Eating or drinking on the bus
- Constant yelling or screaming
- Failure to remain seated
- Threatening behavior
- Possession of drugs, glass, weapons, animals, fireworks, or stolen merchandise
- Any other violation of the Code of Conduct

The following table describes the consequences for bus referrals:

1st Bus Referral	Phone call home to family; warning of impending suspension for future incidents
2nd Bus Referral	Phone call home, 1 day Suspension from the bus (to and from school)
3rd Bus Referral	Phone call home, 3 day Suspension from the bus (to and from school)
4th Bus Referral	Phone call home, 5 day Suspension from the bus (to and from school)
5th Bus Referral	Permanent Removal from the bus for the duration of the school

*The School Principal reserves the right to “skip” steps on the consequence ladder for especially egregious behavior infractions on the bus, or modify the above consequences as applicable, in order to maintain the safety of others on the bus.

Scholar Searches

The Shepard School recognizes that the privacy of scholars may not be violated by unreasonable search and seizure and directs that no scholar be searched without reason or in an unreasonable manner. The Shepard School acknowledges the need for in-school storage of scholar possessions and shall provide storage places, including desks, for that purpose. Where locks are provided for such places, scholars may lock them against incursion by other scholars, but in no such places shall scholars have such an expectation of privacy as to prevent examination by a school official. The Board may require the School Principal or his/her designee to conduct a regular search at least annually of all such storage places.

Scholars have no expectation of privacy with respect to the use of the internet, intranet, or email. Routine maintenance and monitoring of The Shepard School’s network system may lead to the discovering that a scholar has or is violating UPrep policy or the law. Violations of The Shepard School policy, the scholar code of conduct or the law may result in severe penalties, up to and including expulsion.

The Shepard School authorities are charged with the responsibility of safeguarding the safety and well-being of the scholars in their care. In the discharge of that responsibility, The Shepard School authorities may search the person or property of a scholar, with or without the scholar’s consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of The Shepard School rules. Specifically:

Search & Seizure of Property

1. School lockers, desks, and property are on loan to the scholars and remain the property of The Shepard School. They may be inspected and reclaimed at any time.
2. Scholars must not keep prohibited items, including drugs, drug paraphernalia, firearms, explosives, and property belonging to others within their lockers, backpacks, or desks.
3. Scholars must open their lockers at the request of The Shepard School officials.
4. When on school grounds, scholars and their personal property may be searched if a school official has grounds to believe the search may turn up evidence that the scholar has violated or is violating the law or school rules.
5. A scholar shall have the opportunity to be present during the search of his or her locker, desk, or other property unless the scholar is absent from school or the safety or welfare of the school or an individual necessitates a search during the scholar’s absence.

The search of a scholar’s person or intimate personal belongings shall be conducted by the School Principal or his/her designee. This person should be of the scholar’s gender and conduct the search in the presence of another team member of the same gender. However, no strip searches may be conducted by The Shepard School personnel. This authorization to search shall also apply to all situations in which the scholar is under the jurisdiction of the school.

The Shepard School also authorizes the use of canines, trained in detecting the presence of drugs, when the School Principal or his/her designee has reasonable suspicion that illegal drugs may be present in the school. This means of detection shall be used only to determine the presence of drugs in locker areas and other places on school property where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or with organizations certified in canine detection and is not to be used to search individual scholars unless a warrant has been obtained prior to the search.

The School Principal or his/her designee shall be responsible for the prompt recording in writing of each scholar search, including the reasons for the search; information received that established the need for the search and the name of the informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The School Principal or his/her designee shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a scholar.

Restraint & Seclusion Policy

Physical restraint means the use of physical contact that immobilizes or reduces the ability of a student to move his/her arms, legs, body, or head freely. Physical restraint does not include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does not include brief physical contact for the following or similar purposes to:

1. break up a fight;
2. knock a weapon away from a student's possession;
3. calm or comfort;
4. assist a student in completing a task/response if the student does not resist the contact; or
5. prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car).

Physical restraint may be used only when the scholar's behavior poses an immediate risk of physical harm to the scholar and/or others and no other safe and/or effective intervention is available. The physical restraint must be implemented in a manner that is age and developmentally appropriate, and otherwise in compliance with this Policy and the ODE's corresponding policy.

Physical restraint shall be implemented only by School Personnel who have been trained in accordance with this Policy to protect the care, welfare, dignity and safety of the student, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Notwithstanding the requirements of this Policy and ODE's corresponding standards and policy, School Personnel may use reasonable force and restraint in accordance with R.C. 3319.41. Persons employed or engaged as teachers, principals, or administrators, non-licensed school employees and school bus drivers may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense, or for the protection of persons or property.

If School Personnel use physical restraint, they must:

- A. continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B. use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control;
- C. remove the student from physical restraint immediately when the immediate risk of physical harm to the student and/or others has dissipated;
- D. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- E. complete all required reports and document their observations of the student.

Seclusion means the involuntary isolation of a scholar in a room, enclosure, or space from which the scholar is prevented from leaving by physical restraint or by a closed door or other physical barrier. Seclusion does not include teaching and learning environments that are one on one in nature where a scholar and teacher and/or aide are alone together.

Seclusion may be used only when a scholar's behavior poses an immediate risk of physical harm to the student or others and no other safe and effective intervention is available. Seclusion may be used only as a last resort safety intervention that provides the student with an opportunity to regain control of his/her actions.

Seclusion must be used in a manner that is age and developmentally appropriate, for the minimum amount of time necessary for the purpose of protecting the scholar and/or others from physical harm, and otherwise in compliance with this Policy and the Ohio Department of Education's ("ODE") corresponding policy.

Seclusion shall be implemented only by School Personnel who have been trained in accordance with this Policy to protect the care, welfare, dignity, and safety of the scholar.

Additional requirements for the use of seclusion:

If School Personnel use seclusion, they must:

- A. continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B. use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control as quickly as possible;
- C. remove the student from seclusion when the immediate risk of physical harm to the student and/or others has dissipated;
- D. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- E. complete all required reports and document their observations of the student.

Requirements for a room or area used for seclusion:

A room or area used for seclusion must

- A. provide for adequate space, lighting, ventilation, clear visibility, and the safety of the student.
- B. not be locked or otherwise prevent the student from exiting the area should staff become incapacitated or leave the area.

Additional prohibited seclusion practices:

Seclusion shall never be used as a punishment or to force compliance. Seclusion shall not be used:

- A. for the convenience of staff;

- B. as a substitute for an educational program;
- C. as a form of discipline or punishment;
- D. as a substitute for less restrictive alternatives;
- E. as a substitute for inadequate staffing;
- F. as a substitute for staff training in positive behavior supports and crisis prevention and intervention; or
- G. as a means to coerce, retaliate, or in a manner that endangers a student.

Discipline for Scholars with Special Needs

Disruptive behavior, as defined by school policy, by a scholar with disabilities will be managed in accordance with the scholar's individual education plan (IEP) and state and federal law. A scholar with disabilities will be subject to recommendation for expulsion as a habitually disruptive scholar only if the appropriate special education team has determined that the disruptive behavior is not a manifestation of the scholar's disability.

Bullying & Harassment Policy

The School prohibits acts of harassment, intimidation, dating violence or bullying (including cyber-bullying) of any scholar on school property or at school-sponsored events (any event conducted on or off school property, including school buses and other school related vehicles, that is sponsored, recognized or authorized by the Board). A safe and civil environment in the school is necessary for scholars to learn and achieve high academic standards. Harassment, intimidation, dating violence, and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a scholar's ability to learn and the school's ability to educate its scholars in a safe environment. Since scholars learn by example, school administrators, faculty, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

"Harassment, intimidation, dating violence, or bullying" means either of the following:

1. any intentional, written, verbal, graphic, or physical act that a scholar or group of scholars has exhibited toward another particular scholar more than once and the behavior both causes mental or physical harm to the other scholar; and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other scholar
2. violence within a dating relationship; the definition of "harassment, intimidation or bullying" also includes the above described acts which are electronically generated, stored, or transmitted

The school reserves the right to discipline scholars' off campus behavior which substantially disrupts the school's educational process or mission, or threatens the safety or well-being of a scholar or team member. Factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following:

1. whether the behavior created material and substantial disruption to the educational process or the school's mission due to the stress on the individual(s) victimized or the time invested by the team in dealing with the behavior or its consequences
2. whether a nexus to on-campus activities exists
3. whether the behavior creates a substantial interference with a scholar's or team member's security or right to educate and receive education

4. whether the behavior invades the privacy of others
5. whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards

Some acts of harassment, intimidation, dating violence, bullying and cyberbullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, dating violence, bullying or cyberbullying that they require a response either in the classroom, school building, or by law enforcement officials. Consequences and appropriate remedial actions for scholars who commit an act of harassment, intimidation, dating violence, bullying or cyberbullying range from positive behavioral interventions up to and including suspension or expulsion. Due process procedures for suspension and expulsion will be followed, as provided for under R.C. 3313.66. The disciplinary procedures and code of conduct of the school shall be followed and shall not infringe on any scholar's First Amendment rights under the United States Constitution.

All school personnel, volunteers and scholars are required to report prohibited incidents of which they are aware to the School Principal or his/her designee. All other persons may report prohibited incidents of which they are aware to the School Principal or his/her designee. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. The School Principal or his/her designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the School Principal or his/her designee shall conduct a prompt and thorough investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported. Once an investigation is completed, if the reported incident has been substantiated, the parent of any scholar involved in the prohibited incident shall be notified. To the extent permitted by R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), parents have access to any written reports pertaining to the prohibited incident, and, if the school has a website, the school shall post this summary of reported incidents on the school website. Semiannually, the School Principal will provide the Board President with a written summary of all reported incidents. All school personnel, volunteers and scholars shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

Family Conduct

In order to protect the climate of safety and security for all scholars, staff, and families and to make clear The Shepard School's long standing position toward any threat or harassment; The Shepard School hereby adopts a zero-tolerance policy toward any given form of violence and harassment, understood as: physical hitting, shoving, kicking, throwing or objects, unwanted sexual advances, all forms of physical assault; abusive language or emails, threats, harassment and intimidation; any attitude or action that can be reasonably construed as violence toward another.

Upon receipt of any report of alleged violence, the principal of The Shepard School and/or the lawful representative, will conduct an investigation to determine if the allegations are substantiated. The investigation will commence within 7 days of the reported incident.

If the allegations of misconduct are substantiated, one or more of the following consequences could result:

- ☐ Be given a verbal/written warning that the action/behavior must stop immediately.
- ☐ Written notification from the school of being banned from campus
- ☐ Legal notification of being banned from campus

It is the intent of the Shepard School to ensure a safe, productive, and professional environment for all scholars, staff, and families.

Enrollment

Enrollment & Eligibility

All scholars who are accepted for enrollment must complete all of the school's enrollment forms by the date required on the forms to secure provisional enrollment. The Shepard School reserves the right not to enroll any scholar whose forms are not returned by the designated date. All new scholars must take the school's baseline standardized tests. Guardians and scholars are required to attend information sessions and orientations, sign the Family-School Contract, and agree to fulfill their obligations to The Shepard School including adherence to the school culture.

In addition, a child may not be eligible for admission if the parent/guardian and scholar fail to complete all required forms truthfully. Scholars confirm enrollment for the following school year by returning the Enrollment Confirmation Form and providing an updated Proof of Residency.

Enrollment Process

Families interested in enrolling a child at The Shepard School are required to submit a completed application. The applications are made available at the school's website or in the front office. After submitting the application, families are required to attend a mandatory New Family Orientation where school systems, procedures, and rules are reviewed in detail. There are no fees associated with the filing of an application, nor are there any tuition charges for attending the school.

Admission Lottery

In the event that The Shepard School receives more applications than allotted spaces, the school holds a lottery. This random and publicly held lottery is audited by the Shepard School's management company. All applicants are notified of the time and the place of the lottery and are invited to attend. If needed because of enrollment demands, this lottery will be held before April 1st each year.

Vacancies

To fill any vacancies, separate waiting lists are maintained for each grade level. The random lottery used for scholar admission also serves to place scholars in preferential order on these waiting lists. The Shepard School reserves the right to fill a vacancy when unexpected attrition occurs. If the school chooses to fill a vacancy, the school contacts the family or guardian of the scholar next on the appropriate waiting list. Reasonable attempts are made to contact the family of the first scholar on the waiting list to determine whether the scholar remains interested in enrolling at the school before proceeding to the next name on the list. If attempts to contact the scholar's family/guardians are unsuccessful, the school may remove that scholar from the waiting list. Documentation of attempts made to contact the family/guardians of any scholar removed from the waiting list are maintained by the school.

Re-enrollment

Current students receive first preference to attend The Shepard School during each subsequent academic school year. Family members/legal guardians are required to complete a re-enrollment form by a specified deadline and all applicable related paperwork by the last day of the current school year. Reminders will be sent home well before the deadline. Family members/legal guardians of current scholars who miss the deadlines will not be given preference once open enrollment starts for prospective scholars.

Scholar Withdrawal

When a family moves from Ohio or decides to withdraw their child for any reason, they must complete a mandatory withdrawal form. Withdrawal forms can be obtained from the Main Office of each school campus. Family members/legal guardians must indicate the new school of enrollment within 5-10 school days of withdrawal, or The Shepard School designee is required by law to contact Franklin County Child and Family Services. No scholar records will be released to subsequent schools if a withdrawal form is not completed. Once withdrawn, a scholar must complete a new scholar application if planning to re-enroll at The Shepard school. Notice: The State of Ohio has a statutory responsibility to assure that children between the ages of five and seventeen, residing in Ohio, receive an education. Families wishing to home school their children must submit a Notice of Intent to Homeschool form annually for the coming school year by Aug. 15. The form is currently available online and must be submitted at least 15 days prior to withdrawal from any school before home instruction begins.

Admission

Admission to the School is open to any student grades kindergarten through five who resides in any district in the State of Ohio and who is entitled to attend school per Ohio Revised Code section 3313.64 or 3313.65. No Discrimination: The School does not discriminate in admissions based on race, religion, creed, color, disability, gender, national origin, economic status or sexual orientation. Upon admission of a student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities. The School will not limit enrollment on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. Should the racial composition of the School's enrollment violate a Federal desegregation order, the School shall take corrective measures to comply with desegregation. Capacity & Lottery: The School will not exceed the capacity of the School's programs, classes, grade levels, or facilities. When the number of applicants for admission exceeds the School's capacity, admissions will be determined by a lottery of applicants. Preference shall be given to students attending the school the previous year, to students who reside in the district in which the school is located, and to siblings of students attending the school the previous year.

Enrollment: To enroll, parents/guardians must submit the following to the School:

- Completed registration form
- Student's birth certificate
- Photo identification of parent/guardian enrolling the student
- Student's current immunization record
- Custody paperwork, if applicable
- Proof of Residency/Address Verification - one (1) of the following in the parent/guardian/student name, showing the complete address, and date:
 - A deed, mortgage, lease, current home owner's or renter's insurance declaration page, or current real property tax bill;
 - A utility bill or receipt of utility installation issued within ninety days of enrollment;
 - A paycheck or paystub issued to the parent or student within ninety days of the date of enrollment that includes the address of the parent's or student's primary residence;
 - The most current available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence;
 - Notifications from Social Security and/or Job and Family Services dated within thirty days.

- o Notarized affirmation from parent(s) of current resident address.

When a student loses permanent housing and becomes a homeless child or youth, as defined in 42 U.S.C. 11434a, or when a child who is such a homeless child or youth changes temporary living arrangements, the district in which the student is entitled to attend school shall be determined in accordance with division (F)(13) of section 3313.64 of the Revised Code and the McKinney-Vento Homeless Assistance Act," 42 U.S.C. 11431 et seq

Annual Verification/ Monthly Review/Update Information:

Upon the enrollment of each student and on an annual basis, the School shall verify to the Ohio Department of Education the school district in which the student is entitled to attend school under section 3313.64 or 3313.65 of the Ohio Revised Code. Monthly the School shall review the residency records of students.

Parents/guardians/students 18 years of age and older are required to provide the School with one of the above-specified documents as Proof of Residency/Address Verification annually, at any time a change of address, residency or custody changes, or at other time upon request of the School.

The Shepard School will not discriminate against any scholar based on race, ethnicity, national origin, gender, or disability or for any other basis that would be unlawful for a public school. The Shepard School shall be open to any child who is eligible under the laws of the State of Ohio for admission to a public school, and The Shepard School shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act, the Americans With Disabilities Act, and Chapter 3314 of the Ohio Revised Code. New scholars will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Kindergarten/1st Grade Enrollment Eligibility

The following information and language is taken from the Ohio Department of Education (ODE) website.

In Ohio, there are laws that dictate when children may enter kindergarten. According to Ohio Revised Code 3321.01, school district boards may choose to adopt either the first day of August or the thirtieth day of September as the date by which a child must be 5 years of age to be admitted to kindergarten, and 6 years of age to be admitted to first grade. United Preparatory Academy has chosen the latter date - September 30th - as the date by which scholars need to be 5 years old to be admitted to kindergarten and 6 years old to be admitted to first grade.

Kindergarten and 1st Grade Enrollment Eligibility: 2021-2022	
Kindergarten- Scholars must be 5 by:	September 30, 2021
Kindergarten- Generally scholars born between:	October 1, 2015-September 30, 2016
1st Grade- Scholars must be 6 by:	September 30, 2021
1st Grade- Generally scholars born between:	October 1, 2014-September 30, 2015

In addition, the law states that a scholar must be age 5 to enter kindergarten or age 6 to enter grade one. Compulsory school age is 6. However, if a child enters kindergarten at age 5, he or she is considered to be of compulsory school age. No district shall admit to the first grade a child who has not successfully completed kindergarten.

A child's screening and assessment data cannot be used to determine eligibility to enter kindergarten. The only criterion for entrance into kindergarten is age eligibility. By November 1 of the school year in which a child is enrolled for the first time, the child must be screened by the school for vision, hearing, speech and communication, medical problems, and any development disorders. If the screening reveals the possibility of potential learning needs, the school must provide further assessment. Schools must note that screenings are not intended to diagnose educational disability or to be used for placement purposes. A parent may sign a statement that they do not wish to have the child screened.

After a child has been admitted to kindergarten in a school district or chartered non-public school, no school district or board of education to which the child transfers shall deny admission based upon the child's age.

Other Important Policies

Missing Children Policy

At the time of his or her initial entry to the School, a student, or if the student is a minor, a parent or guardian, shall present to the person in charge of admission any

records given by the public or nonpublic elementary or secondary school the student most recently attended; a certified copy of an order or decree, or modification of such an order or decree allocating parental rights and responsibilities for the care of the student and designating a residential parent and legal custodian of the student if that type of order or decree has been issued; and a certification of birth, a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation, or a document which is acceptable in lieu of a certificate or certification, such as:

- A passport or attested transcript of a passport filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child; · An attested transcript of the certificate of birth;
- An attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child;
- An attested transcript of a hospital record showing the date and place of birth of the child; or
- A birth affidavit.

Within twenty-four hours of the student's entry into the School, a School official shall request the student's official records from the public or nonpublic school the student claims to have most recently attended. If the school indicates that it has no record of the student's attendance or the records are not received within fourteen days of the date of request, or if the student does not present certification as outlined above, the School's Administrator or his/her designee shall notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and of the possibility that the student may be a missing child as defined by Section 2901.30 of the Revised Code.

If a student requesting admission to the School has been discharged or released from the custody of the Department of Youth Services under section 5139.51 of the Revised Code just prior to requesting admission to the School, the student shall not be admitted until after all required records have been received. Whenever an order or decree allocating parental rights and responsibilities for the care of a child and designating a residential parent and legal custodian of the child, including a temporary order, is issued resulting from an action of divorce, alimony, annulment, or dissolution of marriage, the residential parent of the child shall notify the School of those allocations and designations by providing a certified copy of the order or decree that made the allocation and designation.

Whenever there is a modification of any order or decree allocating parental rights and responsibilities for the care of a child and designating a residential parent and legal custodian of the child that has been submitted to a school, the residential parent shall provide to the School's Administrator a certified copy of the order or decree that makes the modification. 206 Shepard School by Eagle Community Schools of Ohio Date Approved: July 8, 2021 Missing Children Policy Page 2 of 2 If, at the time of a student's initial entry to School, the student is under the care of a shelter for victims of domestic violence, the student or parent shall notify the School of that fact. Upon being so informed, the School shall inform the elementary or secondary school from which it requests the student's records of that fact.

Whenever the School is notified by a law enforcement agency that a missing child report has been filed regarding a student who is currently or was previously enrolled in the school, the Administrator shall mark that student's records in such a manner that whenever a copy of or information regarding the records is requested, any school official responding to the request is alerted to the fact that the records are those

of a missing child. Upon any request for a copy of or information regarding a student's records that have been so marked, the Administrator shall report the request to the law enforcement agency that notified the School that the student is a missing child. When forwarding a copy of or information from the student's records in response to a request, the Administrator shall do so in such a way that the receiving district or school would be unable to discern that the student's records are marked but shall retain the mark in the student's records until notified that the student is no longer a missing child. Upon notification by a law enforcement agency that a student is no longer a missing child, the Administrator shall remove the mark from the student's records in such a way that if the records were forwarded to another district or school, the receiving district or school would be unable to discern that the records were ever marked. Informational programs relative to missing children are provided through the School's office.

Child Find Policy

It is the School's policy to assist the State of Ohio in identifying, locating, and evaluating all children who may have disabilities that may be hindering their ability to receive Free and Appropriate Public Education (FAPE). The School is committed to affording all children their right to a free and appropriate education, regardless of any disability a child may have. The School aims to identify disabilities such as autism, deaf-blindness, hearing impairment, including deafness, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, traumatic brain injury, and/or visual impairment including blindness. The School encourages parents, guardians, relatives, public and private agency employees, and concerned citizens to help schools find any child, birth through age 21, who may have a disability and need special education and related services. The School will contact the parents or guardians of the child to find out if the child needs to be evaluated. Free testing is available to families to determine whether or not a special need exists. If a need is identified, the child can begin receiving special education and related services.

Sections 504/ADA Policy

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Americans with Disabilities Act ("ADA") prohibits discrimination on the basis of disability in public accommodations and employment. For the purposes of this policy, a person with a disability is defined as an otherwise qualified individual who:

1. Has a physical or mental impairment which substantially limits one or more major life activities (major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. Has a record of such an impairment; or
3. Is regarded as having such an impairment.

In order to fulfill its obligations under Section 504 and ADA, the Board of Directors of the School recognizes its responsibility: to avoid discrimination in policies and practices regarding its personnel and students; to provide equal opportunity for employment; and to make accessible to persons with disabilities its facilities, programs and activities. No discrimination against any individual with a disability will be knowingly permitted on the basis of that disability in any of the programs, activities, policies and/or practices in the District. This nondiscrimination

obligation shall apply to admission or access to, participation in, or treatment or employment in, the School's programs and activities.

It is the intent of the Board of Directors to ensure that students within its jurisdiction who are disabled within the definition of Section 504 are identified, evaluated and provided a free appropriate public education (FAPE) regardless of the nature or severity of their disabilities. Students may be disabled and eligible for services under Section 504 and this Policy even though they do not qualify for or require services pursuant to the Individuals with Disabilities Education Act (IDEA). A student eligible for services under IDEA shall be served according to that student's Individual Education Plan (IEP). If a student has a physical or mental impairment that substantially limits a major life activity, does not require specially designed instruction to benefit educationally, but does require reasonable but more than standard modifications of the regular classroom or curriculum in order to have the same access to an education as a student without disabilities, then s/he may, if appropriate, be deemed a person with a disability and a Section 504 Plan would be developed and implemented in compliance with the applicable law and its implementing regulations. If a student has a physical or mental impairment, but it does not significantly limit his/her learning or other major life activity or s/he does not need modifications to the regular classroom or curriculum greater than what is normally provided to all students, then s/he is not a student with a disability within the definition of Section 504. However, if deemed appropriate, s/he may still be eligible for an Intervention Assistance Team (IAT) Plan. 211 Shepard School by Eagle Community Schools of Ohio Date Approved: July 8, 2021 Section 504/ADA Policy Page 2 of 3 Under Section 504, the School has the specific responsibility to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services. Parents/guardian/custodian ("parents") may participate fully in the evaluation process. The School is required to provide notice to parents explaining any evaluation and placement decision and explaining the parents' right to review relevant education records of their child. If the parents disagree with the determination made by the professional staff of the School, they have the right to file a complaint as described in the administrative guidelines developed by the School Leader or to request a due process hearing with an impartial hearing officer.

Compliance Officer

The governing authority designates the school leader as the Section 504 compliance officer. The compliance officer is responsible for coordinating the School's efforts to fulfill its responsibilities under Section 504. The compliance officer will oversee the investigation of any complaints of discrimination based upon a disability which may be filed based upon the procedures listed in this policy. The compliance officer will ensure that all staff members are trained so that all staff understand their rights and responsibilities under Section 504.

Complaint Procedures

Any parent or student who believes they were discriminated against based on their disability, may file a complaint pursuant to the following internal procedures. Internal complaints must be in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint or request for a hearing.

1. A parent or student may initiate an investigation by filing a written complaint with the compliance officer. The complaint should fully describe the circumstances and should be filed as soon as possible but not longer than thirty (30) calendar days after disclosure of the facts giving rise to the complaint. The compliance officer shall allow the parent or student to present witnesses and other evidence in support

of the complaint. The investigation shall be completed within fifteen (15) school days of the written complaint being filed. The compliance officer will provide written notice of the decision to the parent or student.

2. If the complaint is not satisfactorily resolved, the parent or student may request a due process hearing.

Following the internal complaint procedures is not required prior to filing a complaint with the Office of Civil Rights ("OCR") as listed below.

OCR Complaint If a parent or student believes that they have been discriminated against based upon their disability, the parent or student may file a complaint with the U.S. Department of Education Office for Civil Rights.

U.S. Department of Education Office of Civil Rights Cleveland Office
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115 (216) 522-4970
<http://www.ed.gov/ocr>

Retaliation against any person who reports or files a complaint is prohibited.

Notice of this policy will be posted at the School.

Anti-Gang Policy

The School prohibits students from engaging in gang activities while at School, on School property, to or from School, or at School-related functions and events. The term "gang" is defined as any non-school sponsored group of students with secret and/or exclusive membership, whose purposes or practices include unlawful or anti-social behavior as well as actions that threaten the welfare of others

The term "gang activity" is defined as any conduct engaged in by a student:

- On behalf of a gang;
- To perpetrate the existence of a gang;
- To effect or promote the common purpose and design of any gang, including the wearing of apparel, jewelry, or symbols;
- To recruit for membership in a gang;
- To threaten or intimidate by use of gang affiliation; or
- To represent a gang affiliation, loyalty or membership in any way while on school grounds or while attending a school function.

Any student who violates this Policy will be subject to disciplinary action, up to and including expulsion from School and may further be subject to criminal prosecution.

Technology & Internet Safety Policy

The use of technology and computer resources at the School is a revocable privilege. Users who fail to abide by this policy may be ineligible to use the School's computer facilities and may be subject to additional disciplinary action.

The School reserves the right to monitor and log technology use, to monitor file server space utilization by users, and examine specific network usage.

Students are expected to use the technology available at the School in a manner appropriate to the School's academic and moral goals. Technology includes, but is not limited to, cellular telephones, beepers, pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices, computers, other hardware, electronic devices, software, Internet, e-mail and all other similar networks and devices. Obscene, pornographic, threatening, or other inappropriate use of Technology, including, but not limited to, e-mail, instant messaging, web pages, and the use of hardware and/or software which disrupts or interferes with the safety and welfare of the School community, is prohibited, even if such uses take place after or off School property.

Unacceptable uses of Technology/Internet include but are not limited to:

1. Violating the conditions of federal and Ohio law dealing with students and employees' rights to privacy. Trespassing in others' folders, work, or files; copying other people's work or attempting to intrude into other people's files; using other users' email addresses and passwords.
2. Using profanity, obscenity or other language which may be offensive to another user; sending messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability, religion, national origin or physical attributes via the Internet or Technology; bullying, insulting, intimidating, or attacking others; transmitting any material in violation of federal or state law. This behavior is punishable both on and off campus.
3. Obtaining, viewing, downloading, transmitting, disseminating or otherwise gaining access to profanity, obscenity, abusive, pornographic, and/ or impolite language or materials, accessing materials in violation of the Student Code of Conduct. A good rule to follow is to never view, send or access materials that you would not want your instructors and parents to see. Should a student encounter any inappropriate materials by accident, he/she should report it to their instructors immediately.
4. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. You are required to strictly comply with all licensing agreements relating to any software. All copyright laws must be respected.
5. Plagiarizing works through the Internet or other Technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.
6. Damaging Technology devices, computers, computer systems or computer networks (for example, by the creation, introduction or spreading of computer viruses, physically abusing hardware, altering source codes or software settings, etc.).
7. Using the Technology or the Internet for commercial purposes or activities, which is defined as offering or providing goods or services or purchasing goods or services for personal use, and includes, but is not limited to, the following:
 - a. any activity that requires an exchange of money and/or credit card numbers;
 - b. any activity that requires entry into an area of service for which the School will be charged a fee;
 - c. any purchase or sale of any kind; and d. any use for product advertisement or political lobbying.
8. Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belong to other users.
9. Malicious uses of technology through hate mail, harassment, profanity, vulgar statements, or discriminating remarks.

10. Neither the Internet nor any other Technology may be used for any purpose which is illegal or against the School's policies or contrary to the School's mission or best interests.

All users are expected to be responsible, courteous and thoughtful when using Technology and the Internet. Common sense should prevail. The use of the School computer network system should be in support of education and research, consistent with the educational mission or objectives of the School and in accordance with federal law, Ohio law and the Student Code of Conduct. Students have no expectation of privacy with respect to the use of Technology, the Internet, intranet, e-mail or other technology-based communication methods. Maintenance and monitoring of the School network system may lead to the discovery that a student has or is violating School policy or the law.

Violations of School policy, the Student Code of Conduct or the law may result in severe penalties, up to and including expulsion. The School makes no warranties of any kind; either expressed or implied, that the functions or the services provided by or through the School technology system will be error-free or without defect. The School will not be responsible for any damage users may suffer, including but not limited to, loss of data, interruptions of service, or computer viruses. The School is not responsible for the accuracy or quality of the information obtained through or stored on the School system. The School will not be responsible for financial obligations arising through the authorized use of the system.

User Acknowledgment

The user also acknowledges and agrees that he/she is solely responsible for the use of his/her accounts, passwords, and/or access privileges, and that misuse of such may result in appropriate disciplinary actions (including but not limited to suspension or expulsion), loss of access privileges, and /or appropriate legal action. The user must also know and further agrees that:

1. Should the user transfer a file, shareware, or software that infects the technology resources with a virus and causes damage, the user will be liable for any and all repair costs.
2. The user will be liable to pay the cost or fee of any file, shareware, or software transferred or downloaded, whether intentional or accidental.
3. Should the user intentionally destroy information of equipment that causes damage to technology resources, the user(s) will be liable for any and all costs. In accordance with the Children's Internet Protection Act ("CIPA"), the School has placed a filter on its Internet access as one step to help protect its users from intentionally or unintentionally viewing inappropriate material. The School blocks the categories that are determined to be potentially inappropriate, including visual depictions that are obscene, child pornography, and harmful to minors.

However, families must be aware that some material accessible via the Internet contains illegal, defamatory, inaccurate, or potentially offensive language and/or images. While the goal of the School is to use Internet resources to achieve educational goals, there is always a risk of students accessing other materials. Parents should be aware of these risks.

By signing the Parent/Student Contract Page at the end of the Parent/Student Handbook, the parent and student agree:

- To abide by all School policies relating to the use of technology.

- To release all School employees from any and all claims of any nature arising from the use or inability to use the technology.
- That the use of technology is a privilege.
- That the use of the technology will be monitored and there is no expectation of privacy in any use of the technology.

Child Abuse or Neglect Reporting Policy

The Board of Directors will cooperate with the identification and reporting of suspected cases of child abuse or neglect in accordance with the law.

Pursuant to Ohio law, every board member and staff member at the school, who knows or has reasonable cause to suspect child abuse or neglect must immediately report that knowledge or suspicion.

For purposes of this policy, a staff member is any individual working at the school whether employed directly by the Board of Directors or employed or contracted by an operator or other service provider. For purposes of this policy, any reference to parent or parents shall mean the parents, guardians or custodians of the child.

Definitions

A. Abused Child An abused child is any child who is the victim of sexual activity; is endangered pursuant to criminal law; exhibits evidence of physical or mental injury inflicted by other than accidental means; or because of the acts of the parents suffers physical or mental injury that harms or threatens to harm the child's health or welfare.

B. Neglected Child A neglected child is any child who is abandoned by the child's parents; who lacks adequate parental care because of the faults or habits of the child's parents; whose parents refused to provide proper or necessary subsistence, education, medical or surgical treatment; whose parents refused to provide special care made necessary by the child's physical or mental condition; or other criteria established by law.

Procedure for Reporting

A. Any staff member at the school shall report any suspected case that reasonably indicates child abuse or neglect. Any staff member who suspects that a child is being, has been, or faces the threat of being abused or neglected must immediately report the suspicion to the public children's services agency or local law enforcement agency. The report to either agency shall be made either by telephone or in person. If requested by the receiving agency, a written report shall be provided.

B. The reporting individual shall promptly notify the school leader that a report has been made. The school leader shall verify and document that the suspected case was properly reported. The identity of the reporting person shall be confidential subject only to disclosure pursuant to court order or consent.

C. The public children's agency or local law enforcement is responsible for the investigation 318 Shepard School by Eagle Community Schools of Ohio Date Approved: July 8, 2021 Child Abuse and Reporting Policy Page 2 of 2 of the case and staff members should not attempt to pressure the student into divulging information.

Corporal Punishment Policy

The Board of Directors does not condone the use of unreasonable force or fear in student discipline. No person employed or engaged as a teacher, principal, administrator, nonlicensed school employee, or bus driver ("Staff Member") may inflict or cause to be inflicted corporal punishment as a means of discipline upon a student. Staff Members may use removal from the classroom as a disciplinary measure if

necessary. Suspension and Expulsion may also be utilized in compliance with the School's Suspension and Expulsion Policy.

All Staff Members may use and apply such amount of force and restraint as is reasonable and necessary: to quell a disturbance threatening physical injury to others; to obtain possession of weapons or other dangerous objects upon the student's person or within the student's control; for the purpose of self-defense; or for the protection of persons or property. In the event force or restraint is necessary, Staff Members should use procedures in compliance with the School's Positive Behavior Interventions and Support and Restraint & Seclusion Policies.

Corporal punishment is not permitted. If a Staff Member inflicts or threatens to inflict unnecessary, unreasonable, irrational, or inappropriate force upon a student, s/he may be subject to discipline, including termination, and possibly criminal charges.

Scholar Records Policy

The School will allow access to records in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as pertaining to release of records. In compliance with FERPA, parents have the right to inspect student records. Parents are required to submit their request to inspect student records in writing to the School Leader to allow him/her to schedule a reasonable and appropriate time and date for the parent to review the record. Records will be provided for parental inspection only under the direct supervision of the School Leader or his/her designee. The School must comply with the parent's request for inspection within forty-five (45) days. Copies of records only will be provided as required under FERPA.

Parents have the right to request corrections to student records. Requests for corrections must be submitted in writing to the School Leader in a letter that includes the basis for such correction. Parents have the right to a response to reasonable requests for explanations and interpretations of the records. Parents also have a right to obtain copies of the records or make other arrangements where circumstances would effectively prevent the parent or student from exercising the right to inspect.

Parents and students eighteen or older (or a former student eighteen or older) have the right to request a school to amend information contained in the student's records that is deemed inaccurate, misleading, or violation of the student's privacy or other rights.

1. Parents and students eighteen and older must submit requests for correction in writing to the School Leader in a letter that includes the basis for such correction.
2. The School Leader must respond to the request in writing or in person within fourteen (14) days of receipt as to whether or not the school will comply with the request.
3. If the school refuses to amend the record, it must inform the requesting parent or student and advise him/her of the right to a hearing.
4. The parent or student can then request a hearing in writing to the Chairperson of the Board of Directors.
5. The Chairperson responds to the hearing requests in writing within thirty (30) days.
6. Hearings will be scheduled for the Board meeting that immediately follows the date of the Chairperson's response and the requesting parent or student must be given notice of the date, place, and time of the hearing.

7. Regardless of the decision whether or not to change the record, the decision must be put in writing and must include a summary of the evidence presented and reasons for decision.
8. If the school determines that the record in question should be amended, the school must do so and notify the parent or student in writing.
9. If the school determines that the record in question should not be amended, the school must inform the parent or student of the right to place in the student's records a statement commenting upon the challenged information and/or setting forth any reasons for disagreeing with the school's decision.

Parents have the right to file a complaint with the Department of Education if they think the school is not complying with the federal laws or regulations regarding student records.

Non-Custodial Parent Records Access and Release

The School will only give access to or release records to parents who have a legal right to the records of their child. If a parent has ever been to court for custody, those court documents must be on file with the school. Both custodial and non-custodial parents have equal access to the following unless there is a court order to the contrary:

- Cumulative file (including the Enrollment file, Academic file, Vocational file, Title One file, and Graduation file);
- Health records;
- Psychological records;
- Parent conferences and lab observations.

Only the custodial parent can have access to Due Process where the child is classified as being handicapped and only the custodial parent can make decisions about the child. Students over the age of eighteen (18) may deny the disclosure of school records to parents or guardians.

The stepparent does not have access to the stepchild's records unless the stepparent has adopted the child, the natural parent has given power of attorney, or the natural parent himself/herself shows the record to the stepparent.

Student Directory Information

While FERPA permits schools to adopt a policy allowing the release of Directory Information Policy under which "directory information" concerning students may be released to the public under certain circumstances, schools are not required to do so. Whereas the School has not adopted such a policy, the School's practice in compliance with FERPA is not to release education records or personally identifiable information in the absence of explicit consent from a parent or student over the age of eighteen.

Scholar Health Screening Policy

Health screenings will be conducted at The Shepard School to help detect possible health problems that could interfere with a scholar's ability to perform well in the classroom. These screenings could include vision, hearing and scoliosis screening, dental exams (optional), as well as measurements of blood pressure, height and weight. The Shepard School will contract with a nurse to screen all scholars at the

appropriate grade levels. Ohio law requires the following health screenings for all new scholars and at the following grade levels:

Grade	Screening
Kindergarten	<ul style="list-style-type: none"> • Height, weight, BMI (body mass index) • Visual acuity (clearness of vision) • Stereopsis (depth perception) • Color vision (boys only) • Hearing Blood pressure
First grade	<ul style="list-style-type: none"> • Visual acuity (clearness of vision) • Eye muscle balance (ability to focus on objects) • Stereopsis (depth perception) • Color vision (boys only) • Hearing
Second grade	N/A
Third grade	<ul style="list-style-type: none"> • Height, weight, BMI (body mass index) • Visual acuity (clearness of vision) • Hearing • Blood pressure
Fourth grade	N/A
Fifth grade	<ul style="list-style-type: none"> • Height, weight, BMI (body mass index) • Visual acuity (clearness of vision) • Hearing • Blood pressure

A parent, by signing a written statement, can opt not to have their child screened. R.C. 3313.763(C). A scholar is also exempted from the district's vision screening program if the scholar's parent presents to district officials a "certificate" indicating that the scholar has been examined by either a licensed physician or optometrist within the 12 months prior to the date of the district's screening R.C. 3313.69.

Visitor Policy

The Shepard School welcomes and encourages visits to school programs by parents, other adults, and interested educators. In order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons, it is necessary to invoke visitor controls. All visitors, including parents and volunteers, must report to the school office upon entering the school building, sign the guest register, and receive a visitor pass. This procedure has been adopted for the safety of our scholars and team. Children from other schools may not visit during the school day. Exceptions may be made at the School Principal's discretion for families who are considering enrollment. The Shepard School alumni should check in at the front desk and follow the same procedures above when visiting.

The School Principal, or his/her designee has the authority to prohibit the entry of any person, including but not limited to parents, other adults, and/or educators, to a program of the school or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the program. If such

an individual refuses to leave the school grounds or creates a disturbance, the School Principal, or his/her designee is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

The School Principal, or his/her designee may implement such administrative guidelines as are necessary for the protection of scholars and team from disruption to the educational program or the efficient conduct of their assigned tasks. This includes setting up an appointment to speak with school personnel or visiting a classroom. Parents and guardians are not permitted to sit in classrooms throughout the day but may schedule a time to observe their scholar's classroom accompanied by a team member of The Shepard School.

In the case of an **emergency**, families or guardians should contact the Main Office either by phone or in person. Under no circumstances should families or guardians contact scholars in their classrooms, including after-school activities, or attempt to withdraw scholars from the building without notifying and receiving permission from team members in the Main Office.

The Shepard School team asks that no family members visit classrooms during the first six weeks of school. We have a number of vital systems and procedures to teach our scholars at the beginning of the year to set them up for success throughout the academic year, and it is vital we are able to accomplish this important mission without interruption or distraction. We thank you for your understanding.

Medication Policy

To protect your child's safety, school administrators will adhere to the following medication policy. Beginning in August 1996, it is required that both the parent's and a physician's signatures are on file before any prescription or non-prescription medication is administered. This includes all medications including such over-the-counter products as Tylenol, Advil, Dimetapp, etc.

Although this may cause some inconvenience, we feel that this policy is best for the continued protection of your child and must be followed. **If we do not have your written permission and the written permission of your physician, the medication will not be given.** Permission forms can be obtained by contacting the Main Office.

In order for your child to receive any medication at school, please confirm with the following:

- A written request must be obtained from the doctor and the parent/guardian. This request must include the name of the medication, dosage, time it is given during school hours, and duration.
- The medication must be in its original container and have a fixed label which indicates the scholar's name, name of medication, dosage, method of administration and time of administration.
- When the empty prescription bottle is returned to you, please send the refill to school promptly.
- The medication and the signed permission forms must be brought to the school by the parent or guardian.
- Wherever possible, please include a photo of your child with the permission form.
- New permission forms must be re-submitted each school year and are necessary for any changes in medication orders.

- If your child is taken off medication or will no longer receive it at school, please put your request in a dated, written note as soon as possible. If the medication is not picked up from the school office within 10 days, it will be properly disposed of.

As mandated by section 3313.713 of the Ohio Revised Code, this policy is intended to create a framework to ensure that guidelines are observed in those circumstances where a student must take prescribed or over-the counter medication during the school day.

Parents should determine with the counsel of their child's prescriber whether the medication schedule can be adjusted to avoid administering medication during school hours.

All medications to be administered during school hours must be registered with the nurse's office or, in the absence of a school nurse, the main office. Upon receipt of the medication, the school nurse or other medication trained staff member shall verify the amount of controlled medication brought to the school and indicate that amount on the Student Medication Log Sheet.

Medication that is brought to the office will be properly secured. Medication may be conveyed to the School directly by the parent/guardian or other responsible individual at parental request. This should be arranged in advance. Two to four (2-4) weeks 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 allergies and/or reactions, including an epinephrine auto injector to treat anaphylaxis, or asthma inhalers.

For each prescribed medication, the container shall have a pharmacist's label with the following information:

1. scholar's name;
2. prescriber's name;
3. date issued and expiration date;
4. pharmacy name and telephone;
5. name of medication;
6. prescribed dosage and frequency;
7. special handling and storage directions.

Any unused medication unclaimed by the parent will be destroyed by administrative personnel when a prescription is no longer to be administered or at the end of a school year.

The staff member administering the medication shall make reasonable efforts to assist the scholar in taking the medication properly.

If a scholar does not take the medication at the proper time, the staff member responsible for administering the medication shall attempt to locate the scholar and administer the medication and to then notify the parents of the importance of the child reporting on time for his/her medication.

All medications are to be administered in such a way as to not unduly embarrass the scholar.

A log for each prescribed medication shall be maintained that records the personnel giving the medication, the date, and the time of day. This log will be maintained

along with the prescriber's written request and the parent's written release on the Medication Form.

A Medication Form shall be completed and signed by the parent and healthcare provider

If, for supportable reasons, the school nurse or designated employee wishes to discontinue the privilege of a scholar self-administering a medication, except for the possession and use of asthma inhalers or epinephrine auto injector, s/he shall notify the parent/guardian of this decision in sufficient time for an alternative administration to be established.

Only employees who are licensed health professionals or who have completed the specified drug administration training program conducted by a licensed health professional and are designated by the School may administer a prescribed medication to a scholar.

Written documentation of any training provided for each person authorized to administer a prescribed medication or treatment will show:

1. what training was given;
2. the trainer's name and professional status;
3. when the training was given.

If a scholar is exhibiting behavior that causes the teacher to be concerned about his/her medical status, this behavior must be reported to the School Principal and/or school nurse and expressed in writing in behavioral terms. A designated person may then contact the parent and advise that the parent seek medical attention for the child, at which time the written observations may be given to the parent to take to the doctor.

A scholar in grades K-5 may be allowed to possess and self-administer an over-the-counter medication upon the written authorization of the parent. The parent must complete a Medication Form and submit it to the school nurse or main office for filing in the scholar's records. If a scholar is found with a medication in his/her possession, his/her record should be checked to determine if the proper authorization is on file. If not, the matter is to be reported to the School Principal for disciplinary action. The School Principal may use one or more of the following procedures, depending on the particular situation:

1. Contact the parent and arrange for the parent to submit Authorization for Non-prescribed Medication or Treatment, as soon as possible.
2. Take the medication from the scholar and keep it in the school office until the completed form has been submitted.
3. Administer appropriate discipline after a scholar is provided due process.

The purpose of any disciplinary action on this matter should be to make it clear to all scholars and parents that, because of its policy on drug use, the school cannot allow possession or use of any form of unauthorized drug or medication at any time.

In order to minimize health and safety risks to scholar-athletes and maintain ethical standards, school personnel, coaches and athletic trainers should never dispense, supply or recommend the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

Dispensing of non-authorized, over-the-counter medication by Board employees to scholars served by the District is prohibited. Where investigation confirms such allegations, prompt corrective action shall be taken up to and including dismissal.

Healthy Snack Policy

There is growing concern in America about the increased incidence of childhood obesity, resulting in overall poor health and the development of diabetes and heart disease at younger ages. For this reason, the U.S. Dept. of Agriculture (USDA) has established nutrition standards for snacks and beverages that children eat while they are at school. The goal is for schools to ensure that children are eating healthier food and limiting intake of junk food. The Shepard School will follow these guidelines. Healthy bodies lead to healthy minds! School breakfasts and lunches served at The Shepard School will comply with all new USDA standards.

Food Allergy Protection Policy

The Shepard School recognizes that food allergies in some instances may be severe and even life threatening. As mandated by Section 3313.719 of the Ohio Revised Code, this policy is intended to create a framework for accommodating scholars with food allergies and to reduce the likelihood of allergic reactions of scholars with known food allergies while at school.

Family/guardians and scholar responsibilities:

1. Families and guardians of scholars with allergies shall:
 - a. Notify the School Principal, nurse, or Operations staff when they become aware that their scholar has a food allergy and at the beginning of each school year thereafter. The notice shall include a healthcare provider documented allergy and a diet modification order as necessary;
 - b. Provide the school with prescribed emergency medications;
 - c. Execute medication authorization form, and/or permission to carry and self-administer epinephrine autoinjector (epi-pen) form, as well as the following documentation, as appropriate:
 - i. Food allergy action plan;
 - ii. Anaphylaxis emergency action plan; 60
 - iii. Diet order
2. Parents and guardians will be responsible for educating their scholars about allergy management at school. Allergy management and education includes, without limitation, identification of "safe foods" by reviewing together breakfast and lunch menus and discussion of the vigilance required to self-monitor food products available at other school functions and in school vending machines.

School responsibilities:

1. The school will cooperate in the development of a food allergy action plan for scholars with food allergies. The food allergy action plan will address the actions to be taken to reduce exposure at school, and what actions will be taken in the event of exposure. The plan shall be developed through consultation with the school nurse or health maintenance worker, parents/guardians of the scholar, and the scholar's health care provider. The plan will be effective for the school year in which it is developed and shall be reviewed and, if necessary, revised at the beginning of each following school year.
2. With parental consent, the school will share the food allergy action plan with appropriate school staff.
3. Food will not be provided during the school day by means other than the school breakfast, lunch, or snack except with prior consultation with the School Principal, nurse, or Operations staff.

4. At least one employee who has received instruction in the recognition of food allergy reactions will be present when scholars are being served food during the regular school day.

School Closings

In the event of inclement weather, The Shepard School will follow Columbus City Schools' decision to close school. If Columbus City Schools are closed, then UPrep is closed. If Columbus City Schools are open, then The Shepard School is open. The only exception to this is in the rare case of an early dismissal due to weather in Columbus City Schools. We are not able to dismiss early because of busing logistics within the district.

School closings for The Shepard School are announced on channels 4, 6, 10, & 28. It is the responsibility of parents/guardians and scholars to access this information.

School Celebrations & Birthdays

The Shepard School will celebrate all scholar birthdays in the classroom with a school ritual. A number of The Shepard School scholars might have food allergies, and in order to guarantee their safety when eating at school, we ask that all birthday treats be approved by the school before giving out.

We allow scholars to bring birthday party invitations to distribute to classmates. We simply ask that you or your child give the invitations to their teacher to ensure they are distributed to the classmates in a non disruptive manner. We are not allowed to distribute contact information for families of scholars, so please include your contact information on the invitation so the applicable families can contact you regarding the birthday party.

For any celebrations arranged by the classroom teacher, we ask that all candy or treats be individually wrapped for the scholars.

Toys, Cell Phones, & Electronic Devices

In order for The Shepard School to maintain a positive and productive learning environment, we ask that scholars leave all toys, cell phones, and electronic devices at home. This includes cell phones, tablets, radios, CD/MP3/DVD players, video recorders, video game systems and games, personal data devices, or other devices deemed to be distracting. This policy applies on school property, in a school vehicle, or while attending school-sponsored or school-related activities, on or off school property.

If a scholar uses a cell phone to communicate with family at the bus stop in the morning and afternoon, the scholar shall be permitted to bring the cell phone to school. However, the cell phone must be powered off and stay in the child's backpack for the duration of the academic day. If the cell phone makes a noise or is seen outside of the scholar's backpack during the day, it can be taken by a member of The Shepard School, and a parent or guardian will have to come to school to retrieve it.

The school is not responsible for loss, theft, or destruction of toys, cell phones, or electronic devices brought to school. The school will not search for scholar property that is lost or misplaced during the academic day.

"The Community"

To ensure the voices of The Shepard School parents are heard, The Shepard School will create a Family Leadership Council of at least 5 members. The School Principal will

serve on the council, and other school personnel will participate as appropriate as well. In addition, The Shepard School will strive to place at least one teacher on the council.

The Community will support the mission of The Shepard School by:

- Coordinating parent volunteer efforts to support school operations, scholar recruitment, and community gatherings;
- Gathering and reporting data about parent satisfaction;
- Ensuring that school communications are sufficiently accessible to non-English-speaking parents;
- Planning family events that support the academic mission of the school, such as college-prep nights, scholar academic performance nights, and parenting seminars to support academic achievement.

The Shepard School is deeply accountable to the scholars it serves. Our primary responsibility is to make the ultimate act of faith: to bring their children to a school that will provide a safe, high-quality education. We trust our school to deliver an outstanding education and to foster a love of learning. Our commitment to open communication with our families is essential to our success. We are proud of our progress in communicating and

Complaint

The Board members of _____ and _____ completely respect _____

In the event of a complaint, the member.
 Complaints should be filed by
 the member in a form
 provided by the Administrator and the
 desired by the Complainant. Complaint
 ("Complaint") should be a copy.
 The staff should work to resolve the complaint
 professional, and courteous. The staff should be
 outcome should be noted. Complaints involving
 reported immediately to the Administrator.

Complaints unresolved through a parent-staff member communication should be in writing as noted above and directed to the Administrator. The Administrator shall investigate and attempt to resolve the issue in a fair and timely manner. The outcome should be noted on the form and further documented by letter or email as appropriate under the circumstances. If the Administrator cannot resolve the issue with consultation with School advisors or consultants, the Complaint (with documented history or preceding steps) is forwarded in written form to the Board of Directors and a copy to the School's legal counsel.