



Maple Heights

CITY SCHOOLS

STUDENT CODE OF CONDUCT 2025-2026

Maple Heights City Schools

STUDENT CODE OF CONDUCT

2025-2026

A Message from the Superintendent

Welcome to the 2025-2026 School Year!

As your superintendent, I am excited to share our Student Code of Conduct, an important resource designed to promote a safe and supportive learning environment for all.

As we continue our mission of educating our students through expectations of excellence to prepare them for a lifetime of success, we set and review school expectations throughout the school year. This handbook outlines our expectations for student behavior, emphasizing respect, responsibility, safety and integrity. It is our collective goal to foster a culture of kindness and accountability, ensuring every student feels valued, empowered, and safe.

I encourage you to review the handbook together as a family to ensure everyone understands their rights and responsibilities. Understanding these guidelines will help us work collaboratively to maintain a positive school climate where everyone can thrive. Parents/Guardians should sign-off in Final Forms that they have reviewed and understand the Student Code of Conduct. You can view the most up-to-date Student Code of Conduct on our website at www.mapleschools.com under the ***For Families*** section.

Thank you for your continued support of Maple Heights City Schools and the Mustang Community. Let's make this year a successful and enriching experience for all!

Sincerely,



Mrs. Olympia Della Flora
Superintendent

The District believes that all students have the right to learn, and no student has the right to disrupt the learning activities of others. It further recognizes that student conduct is closely related to learning. As such, the District has provided guidelines for the teaching and implementation of expected behaviors.

P.B.I.S. (Positive Behavioral Interventions and Supports)

Positive Behavioral Interventions & Supports (PBIS) is defined as a decision-making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving academic and behavior outcomes for all students. In general, PBIS emphasizes four integrated elements:

- Data for decision making
- Measurable outcomes supported and evaluated by data
- Practices with evidence that these outcomes are achievable
- Systems that efficiently and effectively support implementation of these practices

The PBIS framework is part of Maple Heights City Schools' tiers of interventions, a step-by-step process that uses both prevention and intervention strategies to meet the needs of the whole child.

Universal Expectations Mustang *P.R.I.D.E.*

Prepared
Respectful
Invested
Determined
Engaged

Tiers of Interventions

PBIS consists of three tiers of intervention:
Schoolwide, Targeted, and Intensive

Each MHCS building has implemented building specific universal expectations based on their building goals.

STUDENT CONDUCT

There shall be a student code of conduct. The Maple Heights Board of Education hereby delegates to the Superintendent, the responsibility and authority to promote and publish a student code of conduct for each school year. The student code of conduct shall become effective each year when presented to the Board at any regular or special meeting or as updates are needed.

The Board further delegates to school officials the authority to enforce district policies, regulations, procedures, and school rules governing student conduct. The student code of conduct shall define behavior for which a student may receive disciplinary action.

Students and/or parents/guardians or custodial parents, annually receive, at the beginning of the school year or upon entering during the year, written information on the rules and regulations to which they are subject while in school or participating in any school-related activity or event. The Board directs the administration to make all students aware of the student code of conduct.

If a student violates this policy or the code of conduct, school personnel, students or parents should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the State of Ohio and local ordinances.

The Maple Heights City School District celebrates and rewards safe, respectful and responsible behavior in its schools. We believe that when students are aware of what is expected of them and the consequences of misbehavior are made clear, the great majority of our students will make wise choices.

However, when a student fails to meet expected standards of behavior, the student will be held accountable for their actions. The Maple Heights City Schools' Student Code of Conduct enables students, families and staff to learn expectations for positive behavior and disciplinary actions that may be taken as a result of misbehavior.

Students are expected to conduct themselves in such a way that they respect and consider the rights of others. Students of the district must conform to school regulations and accept directions from authorized school personnel.

The examples of the behaviors listed in The Maple Heights City Schools Student Code of Conduct are not intended to be a complete list of behaviors that may result in disciplinary action. Any act that disrupts learning and threatens the order and safety of students and the school environment will be considered for disciplinary action.

The items in this Code are applicable to all students when under the authority of school personnel, during a school activity, function, or event whether on property owned, rented, or maintained by the Maple Heights City School District Board of Education or property owned, rented, or maintained by another party. Additionally, the provisions of this Code shall apply to students if the prohibited conduct takes place while on property immediately adjacent to school property, within the line of sight of school property, on school transportation, or off of property owned or controlled by the district, and misconduct that, regardless of where it occurs, is directed at a district official or employee, or the property of such official or employee, or that affects the operation of the schools.

The Student Code of Conduct is made available to students and families and is posted in a central location within each building, as well as on our district website (www.mapleschools.com).

WHEN THE STUDENT CODE OF CONDUCT APPLIES

1. On school grounds before, during and after school hours;
2. At any other time when the school is being used by a school group;
3. Off school grounds at a school activity, function, or event, including athletics*;
4. Whenever a Maple Heights City Schools student represents their school;
5. On a school bus, a school-sponsored vehicle, or at a Maple Heights City Schools bus stop and as it relates to all school/district property and vehicles;
6. At all times whenever a student's conduct is related to school or school activities.

*NOTE: Students who are athletes are also subject to the [Athletic Code of Conduct](#) and may be prohibited from participating in all or part of any interscholastic sport for violations therein.

Expected Behaviors: Students are expected to:

1. Act courteously to adults and fellow students;
2. Be prompt to school and attentive in class;
3. Work cooperatively with others when involved in accomplishing a common goal regardless of the other's ability, gender, race, or ethnic background;
4. Complete assigned tasks on time and as directed;
5. Help maintain a school environment that is safe, friendly, and productive;
6. Act, at all times, in a manner that reflects pride in self, family, and in the school.

ADMINISTRATIVE REMOVAL FROM SCHOOL

Administrative action which results in officially removing a student from school is referred to as a suspension or expulsion. This authority is a legal one based on the [Ohio Revised Code \(ORC 3313.66\)](#).

Although due process procedures will be employed in both categories of administrative removal, suspension authority is vested in the Superintendent and the building principal or designee, and may be invoked for a maximum of ten (10) school days for each infraction. Expulsion authority is vested with the Superintendent and may extend up to eighty (80) school days. However, when dangerous weapons are possessed, the Superintendent may expel a student for one calendar year or exclude the student permanently.

SUSPENSION

Suspension may be imposed when a student:

- a. Has substantially disrupted or interfered with the educational process;
- b. Endangers the health or safety of the student or others;
- c. Causes damage to property.

SUSPENSION PROCEDURES

The Superintendent or designee or the building principal or designee may suspend a student from school for disciplinary reasons outlined in the Student Code of Conduct. A student cannot be suspended from school solely because of unexcused absences. No period of suspension will be for more than ten (10) school days. If at any time a suspension is imposed and fewer than 10 days remain in the school year, the Superintendent cannot apply any or all of the period of suspension to the following school year.

The Superintendent may instead require a student to perform community service or another alternative consequence for the number of hours remaining on the student's suspension. If the student is required to perform community service or another alternative consequence during the summer, they will be required to begin serving the consequence during the first full weekday of summer break. If a student fails to complete the community service or is assigned an alternative consequence, the Superintendent may determine the next course of action but still cannot require the student to serve the remaining time of the out-of-school suspension at the beginning of the following school year.

The following guidelines will be followed for all suspensions, including those of in-school suspension:

1. The student will be informed in writing of the potential suspension and the reasons for the proposed action.
2. The student will be provided an opportunity for an informal hearing to challenge the reason for the intended suspension and to explain his/her actions.
3. Within one school day, a letter will be sent to the parent(s)/guardian(s)/custodial parent(s) stating the specific reasons for the suspension and including notice of their right to appeal such action.
4. Notice of this suspension will be sent to the (a) Superintendent or designee and (b) Student's school record.
5. The student will remain suspended for the duration of the suspension until action is taken on the appeal.
6. Student is not allowed on school property or to participate in school-sponsored activities.
7. Students who are suspended will be given the opportunity to make up class work.

EXPULSION

Expulsion is the removal of a student for more than ten (10) school days, but not more than an eighty (80) school days duration, unless dangerous weapons are possessed, in which case the Superintendent may expel a student for one (1) calendar year or exclude the student permanently. Expulsion is considered whenever it is determined that such conduct:

- a. Has substantially disrupted or interfered with the educational process or endangered the health or safety of the student or others or damaged property.
- b. Intends to substantially disrupt or interfere with the educational process or endanger the health or safety of the student or others.

EXPULSION PROCEDURES

Only the Superintendent may expel a student. A student cannot be expelled from school solely because of unexcused absences. An expulsion can extend beyond the end of the school year and be applied to the following school year.

The guidelines listed below will be followed for all expulsions:

1. The student and parent(s), guardian(s) or custodial parent(s) will be informed in writing of the potential expulsion and the reasons for the proposed action.
2. The student and parent(s), guardian(s) or custodial parent(s), and/or representative have the opportunity to appear on request before the Superintendent or their designee to challenge the action or otherwise explain the student's actions.
3. This notice will state the time and place to appear which must not be less than three (3) school days nor later than five (5) school days after the notice is given.
4. Within one (1) school day of the expulsion hearing, the Superintendent will notify the parent(s), guardian(s) or custodial parent(s) and the Treasurer of the Board.
5. The notice will include the reason for the expulsion and the right of the student, parent(s), guardian(s) or custodial parent(s) to appeal to the Board of Education or its designee; the right to be represented at the appeal and the right to request the hearing be held in executive session.
6. The student will remain expelled for the duration of the expulsion until action is taken on the appeal.
7. The Superintendent will initiate expulsion proceedings against a student who has committed an act that warrants expulsion even if the student withdraws from school before the Superintendent has held the hearings or made the decision to expel the student.

Any student who has repeated offenses totaling twenty (20) school days because of out-of-school suspension, in any one school year, will have formal warning of expulsion consideration for any future suspendable school rule violation. Upon the next suspension (In- or out-of-school), in any one school year, a recommendation for expulsion due to chronic misconduct may be forwarded to the Superintendent.

EMERGENCY REMOVAL OF STUDENT

Emergency Removal is removal of a student from curricular or extracurricular activities for a period of less than 24 hours.

In the case of “normal disciplinary procedures” in which a student is emergency removed but not subject to suspension or expulsion, the due process requirements do not apply. The required notice, hearing and right to appeal is required only when suspension or expulsion is contemplated. The District may only proceed with a related suspension or expulsion for grades PreK through 3 in compliance with State Law (see *the Code of Conduct* section titled SUSPENSION/EXPULSION FOR GRADES PRE-K THROUGH 3).

If a student’s presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process either within a classroom or elsewhere on school premises or off the premises while representing the district:

1. The Superintendent, principal, assistant principal or personnel employed to direct, supervise, or coach a student activity program may remove the student from curricular or extracurricular activities or from the school premises.
2. Teachers or personnel employed to direct, supervise or coach a student activity program may initiate an emergency removal of a student from curricular or extracurricular activities to the principal’s office. As soon as practicable after making such a removal, the teacher will submit in writing to the principal the reasons for such a removal.
3. If it is probable that the student may be subject to suspension or expulsion, a hearing will be held in accordance with procedures established for suspension or expulsion.

SUSPENSION/EXPULSION FOR GRADES PRE-K THROUGH 3

In accordance with House Bill 318, a school or district may only issue an out-of-school suspension or expulsion for students in grades PreK through 3 who engage in the following behaviors at a District / school / school related event:

- Bringing a firearm or knife capable of serious bodily injury;
- Possessing a firearm or knife capable of serious bodily injury (initially brought onto school property by another person);
- Committing an act that is a criminal offense when committed by an adult and that results in serious physical harm to persons or property; or
- Making a bomb threat to a school building or to any premises at which a school activity is occurring at the time of the threat.

If none of the above, OSS/Expulsion may be used only as needed to protect the immediate health and safety of the student, student’s fellow classmates, classroom staff and teachers, or other school employees.

Whenever possible, the principal is required to consult with a mental health professional under contract with the district or school before suspending or expelling a student in these grades. If the events leading up to the suspension or expulsion indicate a need for additional mental health services, the principal or the district’s mental health professional must, in a manner that does not result in a financial burden to the district or school, assist the student’s parent or guardian with locating providers or obtaining services.

SUSPENSION OF STUDENTS WITH A DISABILITY

Upon the tenth (10th) day of suspension, and any suspension thereafter of a student who has an Individualized Education Plan (IEP) or a Section 504 Plan, the following action will be initiated by the administrator processing the suspension of the student.

An IEP/504 Team meeting shall be called by the administrator to review and make recommendations, if needed, as follows:

1. Determine whether there is a causal relationship between the misconduct and the student’s identified disability;
2. Determine that the student is being served appropriately (i.e., that the educational placement is appropriate to the student’s needs); and
3. Develop strategies to improve the student’s behavior and to avoid further school disciplinary action.

Suspension in excess of ten (10) consecutive school days is regarded as a change in placement and disrupts the education of the student. In the case of recommendation of suspension in excess of ten school days, the IEP Team must immediately convene to review the placement and offer recommendation for alternatives. Instruction in the areas outlined on the student Individualized Education Plan must be maintained.

If a student has a Section 504 Plan, the 504 Team must convene to determine whether or not the behavior is a manifestation of the student's impairment. If the behavior is not, then the student may be suspended in excess of ten school days without providing instruction. If the behavior is determined to be a manifestation of the student's impairment, then the student must be returned to the classroom.

EXPULSION OF STUDENTS WITH A DISABILITY

Expulsion is also regarded as a change in placement and disrupts the education of the student. If expulsion is used, the IEP/504 Team must immediately convene to review the placement and offer recommendations for alternatives. Instruction, as outlined on the Individualized Education Plan (IEP), must be maintained. Instruction, as outlined on the Section 504 Plan, must be maintained ONLY if the behavior is a manifestation of the student's impairment.

SUSPENSION APPEAL PROCEDURES

Should a student who is 18 years of age or older or a student who has declared independent status by Board Policy or a student's parent(s), guardian(s) or custodial parent(s) choose to appeal the suspension, they must do so, in writing to the Superintendent or designee, within ten (10) calendar days of the notice of suspension. If the Superintendent or designee affirms the suspension, the pupil or their parent(s), guardian(s) or custodial parent(s) may appeal the suspension to the Board of Education, or its designee, in writing to the Treasurer's office.

EXPULSION APPEAL PROCEDURES

A student who is 18 years of age or a student's parent(s), guardian(s) or custodial parent(s) may appeal the expulsion by the Superintendent to the Board of Education or its designee in writing to the Treasurer's Office within 14 days of receiving the Superintendent's Expulsion Notice. They may be represented in all such appeal proceedings and will be granted a hearing before the Board or its designee.

A verbatim record will be kept of the hearing which may be held in executive session at the request of the student, parent(s), guardian(s) or custodial parent(s).

APPEAL TO THE COURT

Under Ohio Law, the decision of the Board of Education or its designee may be appealed to the Court of Common Pleas.

ASSAULT ON A SCHOOL EMPLOYEE

A student who assaults a school employee will be immediately dealt with by the administration and the Maple Heights Police Department. This is in compliance with the City of Maple Heights Assault Ordinance. The employee who states that they have been assaulted will file a written report with the Maple Heights Police Department for the Prosecutor to review. Parents may be ultimately responsible for their child's behavior which could result in a court appearance. Employees are required by the Board of Education and the City to report all incidents of assault to the appropriate officials. The student will be suspended for ten (10) school days with the recommendation to the Superintendent for expulsion. Parents and students will be required to meet with the Superintendent or designee for an expulsion hearing. The Superintendent will consider the maximum punishment for such offenses.

RESTRAINT

Restraint is the act of physically controlling the actions of students and may be used only when there is an immediate risk of harm to the student or others and no other safe and effective intervention is possible. Restraint is not considered physical punishment. Physical restraint does not include brief, but necessary physical contact to physically escort a student to a safer environment, to break up a fight, to knock a weapon away from a student's possession, to calm or comfort, to assist in task completion if the student does not resist the contact, or to prevent imminent risk of injury to the student or others.

PERMANENT EXCLUSION

The Board of Education may seek permanent exclusion of a student 16 years of age or older who is either convicted in criminal court or adjudicated delinquent by a juvenile court of any of the following offenses that occur on school grounds or at a school function:

1. Illegal conveyance or possession of a deadly weapon or dangerous ordinance, carrying a concealed weapon, aggravated trafficking, trafficking in drugs, trafficking involving the possession of a bulk amount of a controlled substance or the sale of a controlled substance; and/or
2. Aggravated murder, murder, voluntary or involuntary manslaughter, felonious or aggravated assault, rape, gross sexual imposition or felonious sexual penetration, if the victim is a district employee;
3. In addition, complicity in any of the above acts may be the basis for permanent exclusion.

QUESTIONING AND SEARCHES

The District has responsibility for the control and management of the students during the school day and hours of approved extracurricular activities. While discharging its responsibility, the administration is to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. The administration has developed regulations to be followed in the case of searches and interrogation.

The right of inspection of students' school lockers or articles carried upon their persons and the questioning of an individual student is inherent in the authority granted school boards. All searches are conducted sparingly and only when such search is reasonable and likely to produce tangible results to preserve discipline and good order or promote the safety and security of persons and their property within the areas of the school's responsibility. The Board permits building administrators to search any unattended bag for safety and identification purposes.

Student lockers are the property of the District, and since random searches have a positive impact on reducing drugs and other criminal activity, it is the policy of the Board to permit the building administrator to search any locker and its contents as the administrator believes necessary. Such notices will be posted in every building.

SEARCHES OF SCHOOL PROPERTY ASSIGNED TO A STUDENT

The following rules apply to the search of school property assigned to a student (locker, desk, automobile, etc.) and the seizure of items in the student's possession.

1. General housekeeping inspection of school property may be conducted with reasonable notice.
2. A search of a desk or other storage space may be conducted where there exists reasonable cause for school authorities to believe that the area being searched contains evidence of a crime or violation of school rules.
3. Except as provided in number 5 below, search of other areas assigned to a student should be for a specifically identified item and should be conducted in the presence of the student and with the student's knowledge.
4. Items, the possession of which constitutes a crime or violation of school rules, or any other possessions reasonably determined to be a threat to the safety or security of others may be seized by school authorities at any time.
5. Random searches of automobiles on school premises may be conducted where, pursuant to policies FLA and FLB concerning student parking permits. The District has secured, as part of the parking application permit, a waiver of the 4th amendment rights to unreasonable searches.

SEARCHES OF A STUDENT'S PERSON OR PERSONAL PROPERTY BY SCHOOL PERSONNEL

Building administrators are permitted to search the person and personal property (purse, cellular phone, knapsack, gym bag, etc.) of a student when there is reason to believe that evidence will be obtained indicating the student's violation of either the law or school rules. The following results apply in such cases:

1. There should be reasonable cause to believe that the search will result in obtaining evidence which indicates the student's violation of the law or school rules.
2. Searches will be conducted by a school administrator.
3. Search will be conducted in the presence of another administrator or staff member (conducted privately and away from other students).
4. Parents(s)/guardian(s) of a minor student who is the subject of a search will be notified of the search and will be

given the reason(s) for the search, as soon as feasible after completion of the search.

5. When evidence is uncovered indicating that a student may have violated the law, law enforcement officials shall be notified.
6. Strip searches should be discouraged. A substantially higher degree of certainty (more than a reasonable belief) is required prior to conducting such a search. In cases in which school officials believe a strip search is necessary, law enforcement officials should be called to conduct the search.

SEARCHES OF UNATTENDED BAGS BY SCHOOL PERSONNEL

Building administrators are permitted to search any unattended bag found on District property for safety and identification purposes. Once the administrator has determined the identity of the owner and that no safety or security issue exists, any subsequent searches of the item are based upon reasonable suspicion.

The Board directs the Superintendent to authorize the use of dogs trained in detecting the presence of drugs. The dogs may be used to patrol the school facilities and grounds, including the lockers and parking areas. Use of dogs may be unannounced and random. If a trained canine alerts to a particular vehicle, locker, or other container, it shall create reasonable suspicion to search the vehicle, locker, or container in accordance with this policy.

DANGEROUS WEAPONS IN SCHOOL

The Board is committed to providing the students of the District with an educational environment which is free of the dangers of firearms, knives and other dangerous weapons in the schools.

The definition of a firearm shall include any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapons; any firearm muffler or firearm silencer; or any destructive device (as defined in 18 U.S.C.A. Section 921-924), which includes, but is not limited to any explosive, incendiary, or poisonous gas, bomb, grenade, or rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or device similar to any of the devices described above.

Students are prohibited from bringing a firearm on school property, in a school vehicle or to any school sponsored activity. If a student brings a firearm on school property, in a school vehicle or any school sponsored activity, the Superintendent shall expel this student from school for a period of one calendar year in which the incident occurred. The Superintendent may reduce this requirement on a case-by-case basis in accordance with State law.

Matters which might lead to a reduction of the expulsion period include: An incident involving a disabled student and the incident is a manifestation of the disability; the age of the student and its relevance to the punishment; the prior disciplinary history of the student; and/or the intent of the perpetrator.

Students are also prohibited from bringing knives on school property, in a school vehicle or to any school-sponsored activity. The definition of knife includes, but is not limited to a cutting instrument consisting of a sharp blade fastened to a handle. If a student brings a knife on school property, in a school vehicle or to any school-sponsored activity, the Superintendent may, if authorized by the Board, expel the student from school, with the same expulsion implications as noted above.

The Board may extend the right to expel a student for reasons beyond the possession of a firearm or knife. Students who possess or use other dangerous weapons, which are defined, but not limited to metal knuckles, straight razors, explosive, noxious irritants or poisonous gasses, poisons, drugs or other items possessed with the intent to use, sell, harm threaten or harass students, staff members, parents or community members, may be subject to expulsion.

Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extracurricular event or other school-sponsored activity.

The Board prohibits students from knowingly possessing an object on school premises, in a school or a school building, at a school activity or on a school bus if both of the following apply:

1. The object is indistinguishable for a firearm, whether or not the object is capable of being fired.
2. The person indicates that the person possesses the object and that it is a firearm, or the person knowingly displays or brandishes the object and indicates that it is a firearm.

As defined by Ohio law and or purposes of this policy an “object that is indistinguishable from a firearm” means an object made, constructed or altered so that, to a reasonable person without specialized training in firearms, the

object appears to be a firearm.

Students found in violation of numbers 1 and 2 above, may be reported to the local police authority and may be prosecuted under state criminal statutes, as well as disciplined in accordance with the provisions of the District's Student Code of conduct and Ohio law.

STUDENT BEHAVIORS & LEVELS OF RESPONSE

Maple Heights City Schools recognizes the effectiveness of restorative approaches and other progressive disciplinary measures that build positive relationships. These interventions are a shift away from overly harsh, punitive disciplinary responses and exclusionary practices. Instead, they educate students about the harm caused by their actions while seeking to maintain their connection to the school community.

The categories shown below are designed to guide teachers and administrators in using appropriate interventions and responses at all grade levels to teach and motivate students to exhibit positive behaviors.

NOTE ABOUT COMPLICITY: Any student found assisting or encouraging others to violate the Student Code of Conduct may result in that student being found responsible for the same behavior with an equal level of response or consequence.

LEVEL 1: TEACHER INTERVENTIONS & CLASSROOM MANAGEMENT

May be appropriate when the behavior is minor, the student has had no prior incidents, and/or interventions have not been put in place. These interventions aim to correct behavior so students can learn and demonstrate safe and respectful actions.

Teachers are encouraged to implement a variety of teaching and classroom management strategies. Examples may include, but are not limited to, the following:

- Parent/Guardian contact via telephone, email, or other District approved communication platform.
- Parent/Guardian conference
- Teacher-Student conference
- Verbal correction
- Reminders and redirection (e.g., role-play)
- Written reflection or apology
- Seat change
- Reteaching of expectations
- Social-emotional lessons
- Behavior success plan
- Establishing a buddy/partner teacher system
- Classroom system of positive reinforcement
- Focused attention practices / mindfulness
- De-escalation strategies (i.e. reflection break, relaxation techniques, calming area)
- Mediation/conflict/restorative resolution
- Teacher detention (before or after school) with parent/guardian consent

LEVEL 2: MIXED-STAFF SUPPORTS

May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others.

Interventions at this level may involve Administrator, School Counselor, Student Support Coordinator, School Psychologist, Paraprofessional, Intervention Specialists, Special Services Providers, outside agencies and/or other staff as appropriate.

The aim of these responses is to keep the student in school by ensuring successful learning and consistency of interventions, changing the conditions that contribute to the student's inappropriate or disruptive behavior, and correcting behavior by stressing the negative impact of the behavior.

Examples may include, but are not limited to, the following:

- Parent/Guardian contact via telephone, email, or other District approved communication platform
- Parent/Guardian conference
- Staff – Student conference
- Invitation for parent/guardian shadow
- Administrative change in schedule or class

- Mediation/conflict/restorative resolution
- Supplemental social-emotional lessons
- Social skills group
- Behavior success plans
- Loss of privileges
- Detention (before or after school) with parent/guardian consent
- De-escalation strategies (i.e., mindfulness, reflection break, relaxation techniques, peace corner)
- Focused Attention Practices / Mindfulness
- Referral to an appropriate community organization (e.g. counseling and mentoring programs)

LEVEL 3: TEMPORARY CHANGE TO LEARNING ENVIRONMENT

May be appropriate given the seriousness of the behavior and impact on the school community and/or when interventions and supports have been put in place but the behavior continues to escalate and disrupt the educational process. **At this level, parents/guardians must be notified.**

When a student's behavior presents a clear danger of injury to the student, other students or school personnel or prevents the orderly operation of classes or other school activities, removal of a student from the school environment may be necessary. The duration of a suspension, if issued, is to be limited as much as possible while adequately addressing the behavior and may not exceed 10 days for any one incident.

Examples may include, but are not limited to, the following:

- Return with Parent/Guardian
- Emergency Removal
- In-School Suspension
- Out of School Suspension (1-10 days)

LEVEL 4: EXPULSION & COMMUNITY REFERRAL

May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day. **At this level, parents/guardians must be notified.**

These interventions focus on maintaining the safety of the school community and ending behavior that is harmful to the student or others. The duration of an expulsion or alternative placement will be limited to the least amount of time necessary to adequately address the behavior.

Examples may include, but are not limited to, the following:

- Expulsion from District with direction to resources (e.g. substance abuse counseling, mental health services, etc.)
- Other interventions in lieu of expulsion (e.g. virtual learning or alternative educational placement/setting)
- Permanent expulsion for certain offenses, as specified in Board Policy

UNDERSTANDING THE LEVELS

The table shown here provides guidance about the levels of response that are possible for each behavior.

Levels of response may vary depending on age of student, severity of behavior, and/or frequency of behavior.

Building administrators have full discretion in choosing a response that is most appropriate for the student and situation. This may include a range of interventions, supports and consequences.

	No cases (not an option)
x	Most cases
	Some cases (repeat behaviors/more serious cases)
	Extreme cases (rare)

Level 1: Teacher Intervention/Classroom Management

Level 2: Mixed Staff Support

Level 3: Temporary Change to Environment

Level 4: Expulsion & Community Referral

		Level 1	Level 2	Level 3	Level 4
Academic Dishonesty Cheating and/or plagiarism, including but not limited to claiming someone else's work as your own or copying from a resource (paper or electronic) without proper citation.	PreK - 1	x			
	2-3	x			
	4-5	x	x		
	6-12	x	x		
Aggressive Behavior (Physical) Physically hostile behavior that (a) causes or attempts to cause physical or psychological harm, (b) attempts to draw someone into a fight, (c) demonstrates power over others, and/or (d) arouses a reasonable fear that violence may follow. Examples include but are not limited to spitting, tripping, pushing/shoving, pulling/grabbing, cornering/blocking movements, invading personal space, swinging towards someone, hitting, kicking, etc.	PreK - 1	x	x	x	
	2-3	x	x	x	
	4-5	x	x	x	
	6-12	x	x	x	
Aggressive Behavior (Verbal) Verbally hostile behavior that (a) causes or attempts to cause physical or psychological harm, (b) attempts to draw someone into a fight, (c) demonstrates power over others, and/or (d) arouses a reasonable fear that violence may follow. Examples include but are not limited to verbally abusive language, name calling, and making threats.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x	x	
	6-12	x	x	x	
Arson Burning or attempting to burn items or property.	PreK - 1		x	x	
	2-3		x	x	x
	4-5		x	x	x
	6-12		x	x	x

		Level 1	Level 2	Level 3	Level 4
Bullying and Harassment Persistent and continuous agitation, including but not limited to cyber-bullying, cyber-harassment, blackmail, extortion, verbal or physical assault, violence, and hazing (i.e. acts of initiation or coercion). <i>*Please refer to p. 28-29 of the Student Code of Conduct for the District's complete policy on Hazing and Bullying.</i>	PreK - 1		x	x	
	2-3		x	x	
	4-5		x	x	x
	6-12		x	x	x
Complicity Any student found assisting or encouraging others to violate the Student Code of Conduct may result in that student being found responsible for the same behavior with an equal level of response or consequence.					
Dangerous Items Using an object with the intent to intimidate, including but not limited to scissors, bodily fluids, lasers, pencils, pens, rulers, etc.	PreK - 1	x	x	x	x
	2-3	x	x	x	x
	4-5	x	x	x	x
	6-12	x	x	x	x
Defacing Property Damage to property that requires cleaning of any kind (e.g. vandalism, littering).	PreK - 1	x			
	2-3	x	x		
	4-5	x	x		
	6-12	x	x		
Destruction of Property Damage to property that requires functional repair or replacement.	PreK - 1	x	x		
	2-3	x	x	x	
	4-5	x	x	x	
	6-12	x	x	x	

		Level 1	Level 2	Level 3	Level 4
Displays of Affection Intimate physical contact that is (a) beyond casual contact or (b) has the potential to create a disturbance to the setting or school. This includes but is not limited to kissing, prolonged touching or hugging, sitting in someone's lap, etc.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x		
	6-12	x	x	x	
Disruption & Disorderly Conduct <u>Classroom</u> : Inciting or participating in the interruption of the learning environment of the classroom and peers. <u>Hallway/Lunch</u> : Inciting or participating in the interruption of daily school procedures and routines (e.g. transition periods and lunch). <u>School Campus/After-school Activities</u> : Inciting or participating in the interruption and instigation of school events before or after classes, even outside the school building.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x		
	6-12	x	x		
Distribution or Sale of Unauthorized Materials Giving, sharing, or selling unapproved items on school property, including but not limited to food items, electronics, toys, clothing, etc.	PreK - 1	x			
	2-3	x	x		
	4-5	x	x		
	6-12	x	x		
Failure to Serve School Discipline Refusing to serve assigned discipline, including but not limited to in-school suspension, after-school detention, lunch detention, Saturday school, etc.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x	x	
	6-12	x	x	x	
False Alarms Giving false alarm of fire, bomb or other hazards, or misuse of school fire alarm systems. *Can result in a police report and/or fine.	PreK - 1		x	x	
	2-3		x	x	
	4-5		x	x	x
	6-12		x	x	x

		Level 1	Level 2	Level 3	Level 4
Fighting Physical altercations between students, including but not limited to acts of violence, intentional harm, or mutual aggression leading to physicality. *Administrator notification required if Levels 1 & 2 are chosen.	PreK - 1	x	x	x	
	2-3	x	x	x	x
	4-5	x	x	x	x
	6-12		x	x	x
Forgery Using any school/District forms, correspondence, or other communication to make false accusations, false reports, or give false information directly to the District, school or school personnel, including but not limited to forging passes, excuses, or notes.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x		
	6-12	x	x		
Gambling Engaging in activities that include but are not limited to betting, wagering, trading, etc. for money or other items/activities.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x	x	
	6-12	x	x	x	
Horseplay / Pestering Physical contact or communication with another student that is made for non-educational purposes and interferes with education or safety of the school environment.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x		
	6-12	x	x		
Inappropriate Dress or Appearance Clothing or other items that: - Intentionally show/expose private parts - Promote illegal activity - Discriminate against a group based on race, religion, gender, sexual orientation, culture - Interfere with the student's health, safety, or welfare or that of other students - Conceal student identification - Do not align with the District's policy regarding Dress Code as outlined on p. 22 of the Student Code of Conduct	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x		
	6-12	x	x		

		Level 1	Level 2	Level 3	Level 4
Inappropriate Language/Gestures Engaging in the use of profane, obscene, vulgar or defaming language or gestures, including but not limited to hate speech, cursing, etc.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x	x	
	6-12	x	x	x	
Insubordination/Defiance Interruption of students' participation in the school environment that results from a student's continuous and extensive disregard for staff instruction or request.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x	x	
	6-12	x	x	x	x
Late to Class Arriving to class after the official beginning of the class period. *Level 3 Action is not to exceed In-School Suspension (ISS)	PreK - 1	x			
	2-3	x			
	4-5	x	x	x	
	6-12	x	x	x	
Loitering Refusing to leave school/District property or an event.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x		
	6-12	x	x	x	

		Level 1	Level 2	Level 3	Level 4
Misuse of District Technology/Personal Devices Misuse includes but is not limited to: • Use that disrupts the learning/school environment • Unauthorized recording, transmitting, posting or sharing of content • Transmission of explicit content • Using a device to harass, threaten, stalk, intimidate, incite violence or interrupt other students' participation in school activities • Hacking (intentionally gaining access by illegal means or without authorization) into the District network to access student records or other unauthorized information, or to otherwise circumvent the information security system • Knowingly or intentionally using the District network or information technology devices to spread viruses • Unauthorized use of a device or connection to the Internet <i>*NOTE: Students and parents/guardians must sign the Maple Heights City Schools District Internet Acceptable Use Agreement before a student can use a District computer.</i>	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x	x	x
	6-12	x	x	x	x
Misuse of Vehicles on School Property Violating the prescribed rules and regulations for use of vehicles on school/District property. In addition to actions taken at this level, students in grade 9-12 may also have their parking privileges suspended. *Responses to this behavior for students in grades 4-8 starts at a Level 3 due to being under the legal driving age.	PreK - 1	N/A	N/A	N/A	N/A
	2-3	N/A	N/A	N/A	N/A
	4-5			x	
	6-12		x	x	
Physical Assault Acts of violence or force against another person that results in bodily harm, including but not limited to biting, kicking, hitting. <i>*NOTE: Please refer to p. 7 in the Code of Conduct for information regarding <u>Assault on a School Employee</u>.</i>	PreK - 1	x	x	x	
	2-3		x	x	x
	4-5		x	x	x
	6-12		x	x	x
Prohibited Substances Using, selling, distributing, possessing, and/or buying, tobacco, alcoholic beverages, illegal drugs, prescription drugs, or non-prescription drugs. Possession of any paraphernalia is similarly prohibited (e.g. lighters, bowl, vapes, wrapping papers etc.). Use of medication at school must follow proper procedures.	PreK - 1		x	x	x
	2-3		x	x	x
	4-5		x	x	x
	6-12		x	x	x

		Level 1	Level 2	Level 3	Level 4
Robbery Attempts or successful attempts to take property from another person by force or intimidation.	PreK - 1	x	x		
	2-3	x	x		
	4-5		x	x	x
	6-12		x	x	x
Sexual Harassment & Assault In accordance with the District's Title IX policy, sexual harassment and/or assault include, but are not limited to the following: - Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature; - Physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent; - Gender-based harassment, including harassment based on gender identity and nonconformity with gender stereotypes; - Repeated sexual jokes, flirtations, advances or propositions; - Verbal abuse of a sexual nature; - Graphic verbal commentary relating to an individual's body, sexual prowess or sexual deficiencies; - Coerced sexual activities, any unwanted physical contact; sexually suggestive or obscene comments or gestures; - Displays of sexually suggestive or obscene objects or pictures.	Sexual harassment and/or assault, whether verbal or nonverbal, occurring inside or outside of District buildings, on other District-owned property or at school-sponsored social functions / activities, is illegal and unacceptable and will not be tolerated. The District may have an obligation to investigate and/or respond to sexual harassment occurring off school grounds, when the harassment creates a hostile environment within the school setting. When the behavior is sexual harassment and/or assault, the Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.				
Skippping Class Unexcused absence from class that is beyond the building's class tardy limit. *Level 3 Action is not to exceed In-School Suspension (ISS)	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x	x	
	6-12	x	x	x	
Theft Attempts or successful attempts to take the property of others.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x	x	
	6-12	x	x	x	x

		Level 1	Level 2	Level 3	Level 4
Throwing Objects The hurling, tossing, or treatment of an object as a projectile inside or outside of the school/District buildings in an inappropriate manner.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x	x	
	6-12	x	x	x	
Trespassing Being on District grounds or property without official permission.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x	x	
	6-12	x	x	x	
Unauthorized Area Being in an unauthorized area without permission.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x	x	
	6-12	x	x	x	
Unauthorized Entry / Exit Entering or leaving any class, area, school or District property without permission.	PreK - 1	x	x		
	2-3	x	x	x	
	4-5	x	x	x	
	6-12	x	x	x	x
Unauthorized Possession of Building Keys Possessing, using, transmitting, or concealing building keys without proper authorization.	PreK - 1	x	x		
	2-3	x	x		
	4-5	x	x		
	6-12		x	x	

		Level 1	Level 2	Level 3	Level 4
Weapons Passing, handling, transmitting, threatening to use, or concealing any object capable of causing harm to oneself or another. This includes, but is not limited to fireworks, explosives, pyrotechnic devices of any kind, including firearms, incendiary devices, knives and objects made, constructed, or altered so that to a reasonable person, the object appears to be a harmful object. Notification of District Security is required. <i>*NOTE: Please refer to <u>Dangerous Weapons in School</u> on p. 9 of the Code of Conduct for additional guidelines.</i>	PreK - 1			x	x
	2-3			x	x
	4-5			x	x
	6-12			x	x

GENERAL INFORMATION

ABSENCES

Regular and punctual attendance is necessary for good work and student learning. It is also an indication of a student's sense of responsibility and the ability of students to discipline themselves to be where they are supposed to be on time. A parent/guardian must notify their child's school each day your child is absent. Each school has an attendance line which has voicemail that is available 24-hours a day.

The procedure for reporting absences can be found in the Parent-Student Handbook for elementary and secondary students. In addition to that procedure, the following should be noted:

1. Upon arrival at the school building, no student may leave for any reason unless they have approval from the office. Absences must be reported and documented as indicated in the Parent-Student Handbook for each building.
2. Students must be present at least one-half day in the afternoon to participate in any after-school extracurricular activities on that date, unless the absence has been approved by the principal prior to the event.
3. Any student who has exceeded 38 or more hours in one school month, or 65 or more hours in a school year absent, may not receive credit for any semester-long course during that semester without administrative approval by the building principal or per the building-level code of conduct. Any student who has exceeded 72 or more hours of absence in one school year, may not receive credit for the year's work or be promoted without administrative approval by the building principal or per the building-level code of conduct. Acceptable reasons for administrative approval include:
 - Proof of hospitalization/illness, self or family member (doctor's note)
 - Homelessness or foster care placement
 - Proof of court appearance
 - Religious reasons
 - Traveling out of state to attend a board-approved enrichment activity (up to 24 hrs)
 - Funeral attendance information
 - Proof of College Visitation
4. Students with unexcused absences may not be given the opportunity to make up work or gain credit for the school time missed. Unexcused absences include, but are not limited to the following:
 - Expulsion
 - Failure to bring absence notes to school within 3 days, and/or failure to have medical appointments documented

Proper documentation from a doctor for extended or excessive absences should be provided within two (2) weeks of the unexcused absence. After two (2) weeks from the date of unexcused absence or the last date in a series of consecutive unexcused absences, the absence may be permanently recorded as "unexcused".

5. Unexplained absences/truancy cases will be investigated by school personnel. (See "Truancy and Attendance")
6. Students assigned to an in-school suspension are expected to complete and hand in all work assigned on a daily basis; however, this effort to make up work is totally the student's responsibility.
7. Students returning from expulsion may not be given the opportunity to gain credit for work missed.

The approved Board Policy and Regulation for Student Absences and Excuses can be found at www.mapleschools.com under the **Board Policies** section.

[Board Policy JED - Student Absences and Excuses](#)

[Board Regulation JED-R - Student Absences and Excuses](#)

DRESS CODE

These specific rules were developed to assist students and/or parent(s), guardian(s) or custodial parent(s) in their primary responsibility of setting standards which are appropriate for school. **Students who violate the dress code will be asked to change or a parent/guardian will be called to bring appropriate clothes to the school.** Students who are unable to comply with the aforementioned statement may be retained at school in "in-school detention".

1. **Immodest, and/or Indecent Dress.** Immodest, and/or indecent dress will not be permitted. When a student's dress is judged to be inappropriate, the school will call the parents to discuss the nature of the problem and how it may be solved. It may be necessary to temporarily remove a student from class until the situation is resolved. Bare midriffs, halters, underwear type "T" shirts or those which give the appearance of an undergarment, cut-out garments, split skirts and/or extremely short skirts are not to be worn. Sheer blouses, dresses or shirts are not to be worn unless a proper undergarment is worn. Hair curlers, combs and picks are not to be worn. Shorts will be allowed throughout the year. Extremely tight-fitting garments or short-shorts are not to be worn. Trousers/shorts must be accompanied by a belt and may not be worn low on the hips (sagging).
2. **Health and Safety.** No style of clothing or hair will be permitted which may present a danger to the health or safety of the individual or to those with whom he/she associates. No item of clothing will be permitted which might damage school property. The hands, hair, face, and body must be clean and neat. Clothes and shoes must be clean and in good repair. Stocking feet, slippers or bare feet are not permitted. Clothing and grooming may be more strictly regulated for health or safety reasons, such as: when working on machinery; in a laboratory; preparing food in a class or lunchroom; or when taking part in certain sports.
3. **Prevention of Disruption to the Learning Environment.** In addition to the preservation of common decency and health and safety, the school must also maintain a suitable learning environment. For this reason, extremely distracting types of dress or hair styles, which may disrupt the educational process, will be prohibited. Head coverings (outdoor type), scarves, hair curlers, combs and picks are not to be worn.
4. Students have the right to wear buttons, patches, insignias, pins, armbands, etc., as long as they are not defamatory or obscene, or hold any other persons or groups up for ridicule. Decorations must not defame the flag. No garment or patch or insignia is to be worn that has any reference to sex, drugs, alcohol, tobacco, or gang involvement. Sunglasses are inappropriate for school.
5. **Coats and Jackets.** Coats, jackets and outerwear are not to be worn in the classroom, study halls, or the cafeteria unless room temperatures warrant extra apparel. The principal will determine if outerwear is appropriate for the temperature of the classroom.

TARDINESS

Regular and punctual attendance is necessary for good work and student learning. It is also an indication of a student's sense of responsibility and the ability of students to discipline themselves to be where they are supposed to be on time.

Refer to the Parent-Student Handbook in each elementary or secondary building for specific information related to the procedure which addresses tardiness.

TRUANCY AND ATTENDANCE ("Habitual" and "Chronic" Truancy)

HB 410 changes the manner in which a child of compulsory school age who is absent from school without legitimate excuse may be prosecuted under the juvenile justice system. Under continuing law, a child is "of compulsory school age" if the child is between 6 and 18 years old or if the child is formally enrolled in kindergarten.

Under the Act, a child who has been adjudicated a "habitual truant" and who violates a court order regarding that adjudication may further be adjudicated a delinquent child.

Under the Act, a child is an "habitual truant" when absent without legitimate excuse for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in a school year. Such a child could be adjudicated a delinquent child.

School Policies on Absences (Required Policy)

The Act requires that each school district, educational service center, community school, and STEM school, adopt a policy to guide employees in addressing and ameliorating student absences. The policy must include as an intervention strategy all of the statutorily prescribed actions "if applicable." While the substance of the statutorily prescribed interventions is largely retained, **the act does require the policy to provide a truancy intervention plan for any student who is absent with or without legitimate excuse from the public school the child is supposed to attend for 38 or more hours in one school month, or 65 or more hours in a school year.**

Notice of Excessive Absences

The act requires that the attendance officer of a public school notify a child's parent, guardian, or custodian if the child is absent with or without legitimate excuse from the public school the child is supposed to attend for **38 or more hours in one school month, or 65 or more hours in a school year.** That notice must be made, in writing, within seven days after the date of the absence that triggered the notice requirement.

Absence Intervention Team

Within 10 days after the absences of a student surpass the threshold for a habitual truant, the act requires a school principal or district superintendent to assign the student to an absence intervention team. Within 14 school days after the assignment, the team must develop an intervention plan for that student in an effort to reduce or eliminate further absences. As part of the absence intervention plan, the district or school may, in its discretion, contact the appropriate juvenile court and ask to have the student informally enrolled in the court's alternative to adjudication. If a district or school chooses to have students informally enrolled in the alternative to adjudication, the district or school must develop a written policy regarding the use of, and selection process for, that program to ensure fairness.

The act permits a school principal or district superintendent to establish an absence intervention team or series of teams, and requires a district superintendent, or the superintendent's designee, to establish an absence intervention team to be used by district schools that do not establish their own teams. Membership of each team may vary based on the needs of each individual student, 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, and (3) the child's parent (or parent's designee), or the child's guardian, custodian, guardian ad litem, or temporary custodian. The team also may 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.

Each intervention plan must vary based on the individual needs of the student. But each plan must state that the attendance officer must file a complaint in the juvenile court not later than 61 days after the date the plan was implemented, if the child has refused to participate in, or failed to make satisfactory progress on, the intervention plan or an alternative to adjudication. Furthermore, within seven days after the plan's development, the district or school must make reasonable efforts to provide the student's parent, guardian, custodian, guardian ad litem, or temporary custodian with written notice of the plan.

The State Board of Education must develop a format for parental permission to ensure compliance with the federal Family Educational Rights and Privacy Act, related federal regulations, and state law on student privacy for use of each absence intervention team.

The act also expressly permits school districts and schools to consult or partner with public and nonprofit agencies to provide assistance as appropriate to students and their families in reducing absences, even outside the operation of an absence intervention team.

Parental Engagement

The act requires the district superintendent or school principal or chief administrator to select the members of an absence intervention team within seven school days of the triggering absence and requires at least three meaningful, good faith attempts to secure participation of the student's parent, guardian, custodian, guardian ad litem, or temporary custodian within that time. The district must inform the parent of the parent's right to appear by designee if the parent responds to the attempts to secure participation but is unable to participate for any reason.

If the parent, guardian, or custodian fails to respond, the school district must: (1) investigate whether the failure to respond triggers mandatory reporting to the county public child services agency, and (2) instruct the absence intervention team to develop a plan for the child without the child's parent, guardian, or custodian.

Summary of Duties

The following summarizes the responsibilities of a school district or school at each stage of the truancy intervention process:

Triggering Instance	Steps to be Taken
Student is absent (excused or unexcused) for 38 or more hours in one school month or 65 or more hours in one school year.	• District or school's policy must include developing a truancy intervention plan for any student who meets this absence trigger. • District or school must provide written notice to the parent, within seven days of the triggering absence. • District or school may utilize any other intervention strategies contained in the new policy.
Student is absent (unexcused) for 30 or more consecutive hours, 42 or more hours in one school month, or 72 hours in one school year.	• District or school must assign the student to an absence intervention team within seven days of the triggering absence. • District or school must make three meaningful, good faith attempts to secure participation of the parent and investigate whether a failure to participate warrants a report to child protective services. • Within 14 days of assignment of a team, the team must develop an absence intervention plan. Within seven days of the plan's development, the district or school must provide written notice of that plan to the parent. • District or school may contact the court about informal enrollment of the child in an alternative to adjudication.
Student refuses to participate or fails to make satisfactory progress on absence intervention plan.	• Enrollment Office must file a complaint in the juvenile court not later than 61 days after plan implementation.

Truant, unverified, unexcused absences affect the student's education and increase the chances for failure. **It is the parent/guardian's responsibility to notify the school office when their child is absent from school.** Parents/guardians may be notified by the principal/school personnel after any unexcused absences. Continued unexcused absences will result in educational neglect/truancy filings with Children & Family Services and/or Juvenile Court, possible denial of student driving privileges, and possible withdrawal from school.

Our goal is to educate your child. We cannot be successful if your child is not in school.

VACATIONS

Students who have been approved by the Superintendent for a family vacation must request assignments that will be missed during the time of absence. This request must be made in writing before the student leaves for vacation. Completed assignments must be returned to the classroom teacher within two days of the student's return to class to assure credit. If these assignments are not completed and turned in, then the excused leave may be revoked.

[STUDENT] VEHICLE RIDER RULES & REGULATIONS

Standards of Conduct for Students Transported by School Bus

Due to the school district's continuing efforts to provide safe transportation for all students, whether for a field trip, athletic function, or to and from home, students are expected to abide by the following standards of school bus behavior, in addition to Ohio's State Law.

1. Students need to arrive at their bus stop 5 minutes before the bus is scheduled to arrive.
2. Students need to wait quietly in a location clear of traffic and a safe distance from the bus stop in their "designated place of safety", assigned by the driver.
3. Students at the bus stop must not threaten life, limb or property of any individual.
4. When boarding the school bus, students are to go directly to their assigned seat.
5. Students need to remain seated during the bus ride, keeping the aisle and exits clear.
6. Students are not to cross the street until the driver motions them across.
7. Students need to observe classroom conduct while riding the bus.
8. Students must not use profane language.
9. Students must refrain from eating and drinking on the bus.
10. Students must not use tobacco or electronic cigarettes on the bus.
11. Students must not have alcohol or drugs in their possession on the bus except for prescription medication required for a student.
12. Students must not throw or pass objects on, from or into the bus.
13. Students may carry on the bus only objects that can be held in their laps, ex: musical instruments.
14. Students must not put their head or arms out of the bus windows.
15. Students must be quiet at railroad crossings until the bus entirely clears the crossing.
16. Students must leave or board the bus at locations ONLY to which they have been assigned, *if student(s) miss the bus, parents are responsible for their transportation to school. Please do not chase the bus.*
17. Students must follow the school's student code of conduct while on the bus. All expectations of proper behavior and restrictions against misconduct apply while on the bus.

Video cameras have been installed on the school buses. The tapes may be utilized to determine violations of Ohio State Law and/or Code of Student Conduct. Violations of these rules, or any action or behavior that may be harmful to the drivers, monitors or students may be the basis for suspension from the bus/school and or expulsion from bus riding privileges.

The vehicle driver is in complete charge of the vehicle AT ALL TIMES and will report all violations and violators of the above rules to the building principal.

Chronic offenders may be suspended and/or expelled from the vehicle, and privileges discontinued.

PERSONAL COMMUNICATION DEVICES

Due to laws passed in Ohio in Spring 2024, there were new policies that the Maple Heights City School District put in place for our students starting in Fall 2024. Cell phone usage on all campuses during school at Maple Heights City Schools will be prohibited. Please reference [Board Policy EDEB - Personal Communication Devices/Electronic Equipment](#) and [Board Regulation EDEB - Personal Communication Devices/Electronic Equipment](#) which can be found at www.mapleschools.com under the [Board Policies](#) section.

WATER BOTTLES

Beginning with the 2025-2026 school year, students will only be permitted to bring clear, plastic, empty water bottles to school. Stanley cups and other metal containers will NOT be permitted.

ANNUAL NOTICES

*A complete list of annual notices can be found at www.mapleschools.com under the **For Families** section.

CHILD FIND – INDIVIDUALS WITH DISABILITIES

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, the Maple Heights City School District is participating in Child Find efforts to locate, evaluate, and identify all children from birth through 21 years of age with disabilities, regardless of their situations, who have significant, individual needs and require intensive interventions through special education and related services.

A disability, in this instance, means such conditions as autism, deaf/blindness, multiple disabilities, deafness/hearing impairment, orthopedic impairment, visual impairment/blindness, specific learning disabilities, preschoolers with a disability, emotional disturbance, intellectual disabilities, speech and language impairments, other health impairments, traumatic brain injury or preschoolers with developmental delays.

Although many school aged disabled children are identified and currently being served by the district, preschool children ages 3-5, with disabilities may be unidentified because parents may not be aware that programs and services are now available through the public school. Community members can help us with this important effort. If you know of a child in our district with a disability that is not presently attending school or receiving services from another agency, please contact the Maple Heights Special Pupil Services Department at (216) 587-6100 ext. 3600.

In addition, and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendment of 2008, the Maple Heights City School District is participating in Child Find efforts to locate, evaluate and identify all children who have a mental or physical impairment that substantially limits a major life activity who may because of disability, needs or is believed to need special education, related services or aids or accommodations/modifications. If a parent or guardian suspects that a child may be eligible under this federal definition, please contact the Maple Heights Special Pupil Services Department at (216) 587-6100 ext. 3600.

THE DISTRICT'S 504 COMPLIANCE OFFICER/ADA COMPLIANCE OFFICER

The Board of Education of the Maple Heights City School District does not discriminate on the basis of race, color, national origin, sex, or handicap in its programs and activities. The Special Pupil Services Director, Jennille Love, has been designated to handle inquiries regarding the non-discrimination policies and can be contacted as follows: Maple Heights City Schools, 5740 Lawn Avenue, Maple Heights, 44137 or at 216-587-6100, ext. 3600.

THE DISTRICT'S TITLE IX COORDINATOR

The Board of Education of the Maple Heights City School District does not discriminate on the basis of sex in its educational programs, activities, or employment policies as required by Title IX of the 1972 Education Amendments. Our District Personnel Director has been designated as the District's Title IX Compliance Coordinator. Inquiries regarding compliance with Title IX may be directed to Tajuana Hunnicutt as follows: Maple Heights City Schools, 5740 Lawn Avenue, Maple Heights, 44137 or at 216-587-6100, ext. 3500.

AMERICANS WITH DISABILITIES ACT (A.D.A.)

The Maple Heights Board of Education welcomes and encourages any and all comments from individuals interested in the Americans With Disabilities Act (A.D.A) The A.D.A. contains Title I-Employment, Title II-Public Services, and Title III-Public Accommodations. Please contact the Special Pupil Services Director, Jennille Love, 5740 Lawn Avenue, Maple Heights, 44137 or at 216-587-6100, ext. 3600.

EQUAL EDUCATIONAL OPPORTUNITIES

All students of the District have equal educational opportunities. Students have the right to be free from discrimination on the basis of race, color, sex, national origin, citizenship status, religion, gender, economic status, marital status, pregnancy, age, disability or military status in all decisions affecting admissions; membership in school-sponsored organizations, clubs or activities; access to facilities; distribution of funds; academic evaluations or any other aspects of school-sponsored activities. Any limitations with regard to participation in a school-sponsored activity are based on criteria reasonably related to that specific activity.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the District to amend a record that they believe is inaccurate. They should write to the Director of Pupil Services clearly identifying the part of the record they want changed, and specify why it is inaccurate. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to District officials with legitimate educational interests. A District official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the District Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another District official in performing their tasks.

A District official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. Upon request, the District discloses education records without consent to officials of another District in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

Student records shall be available only to students and their parents, eligible students, designated school officials, and designated school personnel, who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law. Both parents shall have equal access to student records unless stipulated otherwise by court order or law. In the case of eligible students, parents may be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code. Only "directory information" regarding a student shall be released to any person or party, other than the student or their parent, without the written consent of the parent, or, if the student is an eligible student, without the written consent of the student, except to those persons or parties stipulated by Board policy and administrative guidelines and/or those specified in the law.

Each year the District provides public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." This information will be sent home at the beginning of each school year or when your child is enrolled in our district.

For information about parent and student rights to inspect, review and request amendments to educational records, or if parents/students believe their rights under Federal law have been violated, please contact the Special Pupil Services Director, 5740 Lawn Ave., Maple Heights, 44137 or at 216-587-6100.

NOTICE OF NON-DISCRIMINATION

The Maple Heights City School District does not discriminate on the basis of race, color, national origin, religion, age, gender, economic status, disability, or military status in its dealings with employees, students, the general public, individuals with whom it does business, applicants for employment, or in its educational programs and activities; and provides equal access to the Boy Scouts and other designated youth groups.

PROVISION OF Aids & SERVICES TO HEARING IMPAIRED INDIVIDUALS

The Maple Heights City Schools shall provide reasonable aids or services to allow individuals with hearing impairments to attend, participate in, and/or benefit from school-sponsored programs and activities. Any individuals needing such an aid or service shall notify the Special Pupil Services Director, Jennille Love, of such need in writing, at 5740 Lawn Avenue, Maple Heights, 44137, at least seven (7) days prior to the date of the program/activity at which the aid/service is needed. Requests should include the type of aid/service needed, and the reason for needing the aid/service.

ANTI-HARASSMENT/INTIMIDATION/BULLYING

Per Ohio Law, HB 276 requires all school districts to develop and adopt an anti-harassment/ intimidation/bullying policy. In addition to the adoption and implementation of this policy, district administrators are required to provide semiannual summary reports of reported acts of harassment, intimidation and/or bullying. The district's most recent report can be viewed at mapleschools.com, under "annual notices".

***The District hotline to report acts of
harassment, intimidation and/or bullying is
844-SaferOH (844-723-3764).***

Board Policy JFCF - Hazing and Bullying (Harassment, Intimidation and Dating Violence)

Updated October 9, 2023

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

Throughout this policy the term bullying is used in place of harassment, intimidation and bullying.

Bullying, harassment and intimidation is an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once. The intentional act also includes violence within a dating relationship. The behavior causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student. This behavior is prohibited on school property, on a school bus or at a school-sponsored activity. Students found responsible for harassment, intimidation or bullying by an electronic act may be suspended. Discipline procedures will not infringe on any student's rights under the First Amendment to the Constitution of the United States. When the behavior is sexual harassment, the Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

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

The District includes, within the health curriculum, age-appropriate instruction in dating violence prevention education in grades 7 to 12. This instruction includes recognizing warning signs of dating violence and the characteristics of healthy relationships.

Prohibited activities of any type, including those activities engaged in via computer and/or electronic communications devices or electronic means, are inconsistent with the educational process and are prohibited at all times. The District educates minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

No administrator, teacher or other employee of the District shall encourage, permit, condone or tolerate any hazing and/or bullying activities. No students, including leaders of student organizations, are permitted to plan, encourage or engage in any hazing and/or bullying.

Administrators, teachers and all other District employees are particularly alert to possible conditions, circumstances or events that might include hazing, bullying and/or dating violence. If any of the prohibited behaviors are planned or discovered, involved students are informed by the discovering District employee of the prohibition contained in this policy and are required to end all such activities immediately. All hazing, bullying and/or dating violence incidents are reported immediately to the principal/designee and appropriate discipline is administered. When employees have actual knowledge that the behavior is sexual harassment, they must contact the Title IX Coordinator.

The Superintendent/designee must provide the Board President with a semiannual written summary of all reported incidents and post the summary on the District's website, to the extent permitted by law.

The administration provides training on the District's hazing and bullying policy to District employees and volunteers who have direct contact with students and by November 30 annually reports to the Ohio Department of Education compliance with this requirement through the consolidated school mandate report. If the District reports noncompliance, the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Additional training is provided to elementary employees in violence and substance abuse prevention and positive youth development.

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

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

References: [Board Policy JFCF - Bullying and Hazing](#) and [Board Regulation JFCF-R - Bullying and Hazing](#).

DISTRICT CONTACT NUMBERS & INFORMATION



ADMINISTRATION/CENTRAL OFFICE

5740 Lawn Avenue, Maple Heights, OH 44137
216-587-6100

Superintendent's Office	Ext. 3002
Buildings & Grounds	Ext. 1643
Business Office and Food Services	Ext. 3301
Communications	Ext. 3705
Curriculum & Instruction	Ext. 3401
Enrollment, Data, and Accountability Office	Ext. 3702
Gifted Education	Ext. 3401
Personnel Department	Ext. 3501
Special Pupil Services	Ext. 3600/3601
Technology Department	Ext. 3700
Transportation Dept.	Ext. 6415
Treasurer's Office	Ext. 3100
Assistant Treasurer	Ext. 3101
Accounts Payable	Ext. 3103
Benefits	Ext. 3102
Payroll	Ext. 3300

BOARD OF EDUCATION

5740 Lawn Avenue
216-587-6100

Alonzo Blackwell, President
HerBrina Shepherd, Vice President
Rachel Cheeks, Member
Sherria Granger, Member
Rosalind Moore, Member

ECAC PROGRAM

216-587-6100
Principal's Office: Ext. 3105
School Counselor: Ext. 3302
Report Absences: Ext. 3302, 3105

SCHOOLS

Abraham Lincoln School

Pre-K through Grade 1 9:10 a.m. – 4:00 p.m.
6009 Dunham Road
216-438-6030
Main Office: Ext. 5021 (Report Absences: Ext. 6607)
Principal's Office: Ext. 5001
Early Childhood Assistant Principal: Ext.
Dean of Students: Ext. 5003

John F. Kennedy School

Grades 2 and 3 9:10 a.m. – 4:00 p.m.
5933 Dunham Road
216-438-6010
Main Office: Ext. 6003 (Report Absences: Ext. 6607)
Principal's Office: Ext. 6001
Assistant Principal's Office: Ext.
Dean of Students: Ext. 6030

Barack Obama School

Grades 4 and 5 8:20 a.m. – 3:10 p.m.
5800 Glenwood Avenue
216-438-6020
Main Office: Ext. 4003 (Report Absences: Ext. 6607)
Principal's Office: Ext. 4001
Assistant Principal: Ext. 4036
Family Engagement Liaison: Ext.

Milkovich Middle School

Grades 6 through 8 8:00 a.m. – 2:55 p.m.
19800 Stafford Avenue
216-438-6000
Main Office: Ext. 2002, 2022 (Report Absences: Ext. 2029)
Principal's Office: Ext. 2001
Assistant Principal: Ext. 2010, 2030, 2011
Family Engagement Liaison: Ext.

Maple Heights High School

Grades 9 through 12 8:15 a.m. – 3:10 p.m.
1 Mustang Way
216-438-6400
Main Office: Ext. 1018 (Report Absences: Ext. 1624)
Principal: Ext. 1001
Freshman Academy: Ext. 1340/1624
10th Grade: Ext. 1320/1026
11th Grade: Ext. 1330/1332
12th Grade: Ext. 1022/1071

Athletics Department: Ext. 1071 or 1228
Family Engagement Liaison: Ext.