

ZIONSVILLE COMMUNITY SCHOOLS



20265-20276

Elementary Student and Family Handbook

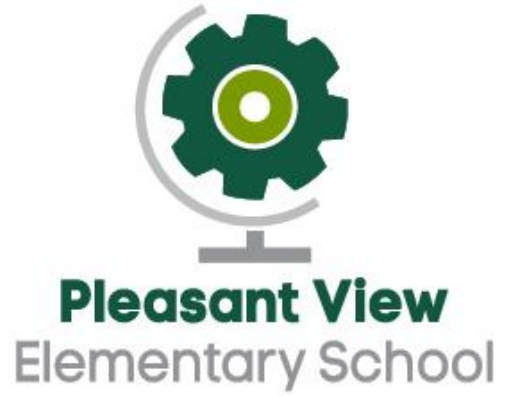


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ZCS Parent/Guardian/Student Handbook District Section[3028-256](#)

Everyone Belongs Here
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FERPA (Family Educational Rights Privacy Act)
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USDA Non-Discrimination Statement
ZCS School Notification of Rights
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Student Internet Acceptable Use Policy
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Emergency Closing
Residency and Educational Rights
Wellness
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Commonly Used Acronyms

[ZCS – Zionsville Community Schools](#)

[IREAD – Indiana Reading Evaluation and Determination](#)

[ILEARN – Indiana’s Learning Assessment](#)

[CogAT – Cognitive Abilities Test](#)

[IEP – Individualized Education Program](#)

[ILP – Individual Learning Plan](#)

[ML – Multilingual Learner](#)

[GCE – Good Cause Exemption](#)

[PTO – Parent Teacher Organization](#)

[IDOE – Indiana Department of Education](#)

[BAC – Before and After Care](#)

[ESC – Educational Services Center](#)

[GROW - Getting Ready for Our World \(Zionsville Community Schools fee-based care and enrichment programming\)](#)

FOREWORD

On behalf of the administration, teachers, and staff of Boone Meadow, Eagle, Pleasant View, Stonegate, Trailside, and Union Elementary Schools, welcome to the 20265-20276 school year! At Zionsville Community Schools, we believe that education is a partnership that thrives only with the support of every staff member, the involvement of every parent and/or guardian, and the commitment of every student. We also understand that communication is essential in establishing a successful home and -school partnership.

We have created this handbook to inform our school community of important policies and practices required by the State of Indiana and approved by the Zionsville Community Schools Board of School Trustees for Zionsville Community Schools. * Please ~~take time to~~ review and ~~become familiar~~ familiarize yourself with the information contained ~~in~~ within this handbook, as it will serve as a valuable reference for ~~frequently~~ commonly asked questions. Situations not addressed in this handbook will be handled on a case-by-case basis in accordance with current law, best practices, and applicable resources. ~~Should a specific situation not be addressed in this handbook, the matter will be handled on a case-by-case basis taking into account current law, best practices, and other resources that apply to the matter under consideration.~~

As the school year progresses, ~~please know that~~ additional information and dates will be provided through ParentSquare and posted on our school websites. The handbook is linked on the Parents page of the Zionsville Community Schools website and the main page of each elementary school. Paper copies are available to elementary families upon request.

We look forward to a very rewarding and engaging school year with you and are counting on each school community member to become an integral part of our schools' successes.

Your Partners in Education,

Mr. Tom Hundley, Principal, Boone Meadow
Mr. Jarrod Gatlin, Asst. Principal, Boone Meadow
Mr. Andrew Foreman, Principal, Eagle
Mrs. Connie Largent, Principal, Stonegate
Mrs. Kathy Drake, Asst. Principal, Stonegate
Dr. Stacy Smith, Principal, Pleasant View
Mrs. Jodi Morrow, Asst. Principal, Pleasant View
Mrs. Jennifer Raycroft, Principal, Trailside

Ms. Deb Pickett, Asst. Principal, Trailside
Mrs. Erin Kay, Principal, Union
Mrs. Laura Christie, Asst. Principal, Union
Mrs. Martha Farley, Director of Special Projects
Dr. Rebecca Coffman, Superintendent
~~Mrs. Kris Devereaux~~ Mrs. Dara Chezem, Asst. Superintendent of Teaching and Learning
Mrs. Christine Squier, Director of Academic Services

A working group consisting of the following parents/guardians, teachers, school counselors, and administrators made recommendations for the 20265-20276 ZCS Elementary ~~School~~ Student and Family Handbook:

Boone Meadow- Tom Hundley, Principal; Jarrod Gatlin, Assistant Principal; Kristi Sloan, Counselor; Kris Barksdale~~Amanda West~~, Teacher; Gabi Bradley~~Lauren Kirk~~, Parent

Eagle- Andrew Foreman, Principal; Sarah Mackowiak, Counselor; Alyssa Jackson~~Christine Wright~~, Teacher; John Merrickenna~~Sheward~~, Parent

Pleasant View- ~~Dr.~~ Stacy Smith, Principal; Jodi Morrow, Assistant Principal; Tammy Mazelin and Nancy Hobbs, Counselors; ~~Kristen Winters and Annie Bulfin, Administrative Assistants~~; Cheri Mikesell~~Kristen Williams~~, Teacher; Brittany Steff, Parent

Stonegate- Connie Largent, Principal; Kathy Drake, Assistant Principal; Breanne Tisch~~Robin Wagner~~, Teacher; Kristen Myer~~in Johnson~~, Parent

Trailside- Jennifer Raycroft, Principal; Deb Pickett, Assistant Principal; Heather Burton, Counselor; Chelle Smitson, Teacher; Vanessa Friedman~~Heather Ernst~~, Parent

Union-Erin Kay, Principal; Laura Christie, Assistant Principal; Lori Karnuta, Counselor; Emily Zucker, Teacher; Bill True, Parent

GROW/Universal Preschool- Martha Farley, Director of Special Projects; Chelsey Davern, Universal Preschool Assistant Manager

*This handbook was approved and adopted by the [Zionsville Community](#) Board of School Trustees on April 13⁴, 202⁶⁵.

MISSION STATEMENT of ZIONSVILLE COMMUNITY SCHOOL CORPORATION

Zionsville Community Schools will cultivate a learning environment where students grow academically, develop meaningful skills, and become active contributors to their communities. Through innovation, inclusion, and a strong sense of belonging, we prepare students to live with confidence and integrity.

BELIEFS of ZIONSVILLE COMMUNITY SCHOOL CORPORATION

1. We believe that student growth occurs best in safe and inviting school environments and includes, but is not limited to:
 - a. Academic achievement such as knowledge and skills, thinking and problem solving, creating and communicating;
 - b. Development of social, emotional, and relationship intelligences and capacities;
 - c. Physical fitness and wellness;
 - d. Technical and ethical preparedness for the 21st century world of citizenship and gainful employment.
2. We believe that our schools enjoy special benefits due to very high levels of family engagement in supporting education, valuing excellence, and fostering high expectations. We believe that these advantages put us in the lead when compared with other public school districts and that leading confers special opportunities and responsibilities.
3. We believe that leaders must forge the future through continuous improvement, innovation, and resistance of the status quo mindset brought on by being among the best in one's league.
4. We believe that the community expects a world-class school experience for our students, invests the financial resources necessary to achieve it, and entrusts the Board with the solemn responsibility to serve as good stewards of the community's resources.
5. We believe that every young person of today and tomorrow is best served by an educational delivery system that is highly relevant and engaging, is supported with leading digital and technological resources and focused foremost in the thinking, problem solving, creating, and communicating realms. We believe that these domains are evergreen, while knowledge and information change rapidly.

VISION of ZIONSVILLE COMMUNITY SCHOOL CORPORATION

Each Zionsville Community Schools graduate is prepared to create a successful and productive future within the world community.

ZIONSVILLE COMMUNITY SCHOOLS at a GLANCE

District

Zionsville Community Schools District Office
900 Mulberry Street, Zionsville, IN 46077
Phone: 317.873.2858 | Fax: 317.873.8003

ZCS Elementary Schools

Boone Meadow Elementary School (Pre K-Grade 4)

Principal: Mr. Tom Hundley
Assistant Principal: Mr. Jarrod Gatlin
5555 South Main Street, Whitestown, IN 46075
Phone: 317-873-2226
Fax: 317-769-6909
BAC: 317-696-9533
Attendance: 317-873-2226 x2
Health Clinic: 317-873-2226 x4
Food Services: 317-873-2226 x14974
Website: <https://bme.zcs.k12.in.us/>

Eagle Elementary School (Pre K-Grade 4)

Principal: Mr. Andrew Foreman
350 North Sixth Street, Zionsville, IN 46077
Phone: 317-873-1234
Fax: 317-873-5868
BAC: 317-690-0938
Attendance: 317-873-1234 x2
Health Clinic: 317-873-1234 x4
Food Services: 317-873-1234 x15974
Website: <https://eag.zcs.k12.in.us/>

Pleasant View Elementary School (Pre K-Grade 4)

Principal: Dr. Stacy Smith
Assistant Principal: Mrs. Jodi Morrow
4700 South 975 East, Zionsville, IN 46077
Phone: 317-873-2376
Fax: 317-873-1250
BAC: 317-524-8038
Attendance: 317-873-2376 x2
Health Clinic: 317-873-2376 x4
Food Services: 317-873-1240 x17974
Website: <https://pve.zcs.k12.in.us/>

ZCS Middle Schools

Zionsville Middle School (Grades 5-8)

Principal: Mrs. Mitzi Macaluso
Assistant Principals: Mr. Craig Callahan, Ms. Blair Williams
900 North Ford Road, Zionsville, IN 46077
Phone: 317-873-2426
Fax: 317-733-4001
Attendance: 317-873-2426 x2
Health Clinic: 317-873-2426 x4
Food Services: 317-873-2426 x13974
Website: <https://zms.zcs.k12.in.us/>

Stonegate Elementary School (Pre K-Grade 4)

Principal: Mrs. Connie Largent
Assistant Principal: Mrs. Kathy Drake
7312 West Stonegate Drive, Zionsville, IN 46077
Phone: 317-873-8050
Fax: 317-769-4975
BAC: 317-524-8036
Attendance: 317-873-8050 x2
Health Clinic: 317-873-8050 x4
Food Services: 317-873-8050 x19974
Website: <https://sge.zcs.k12.in.us/>

Trailside Elementary (Pre K-Grade 4)

Principal: Mrs. Jennifer Raycroft
Assistant Principal: Ms. Deb Pickett
4200 South 875 East, Zionsville, IN 46077
Phone: 317-873-8057
Fax: 317-733-4837
BAC: 317-605-8223
Attendance: 317-873-8057 x2
Health Clinic: 317-873-8057 x4
Food Services: 317-873-8057 x21974
Website: <https://tse.zcs.k12.in.us/>

Union Elementary School (Pre K-Grade 4)

Principal: Mrs. Erin Kay
Assistant Principal: Mrs. Laura Christie
11750 East 300 South, Zionsville, IN 46077
Phone: 317-733-4007
Fax: 317-733-4008
BAC: 317-524-8704
Attendance: 317-733-4007 x2
Health Clinic: 317-733-4007 x4
Food Services: 317-733-4007 x16974
Website: <https://uni.zcs.k12.in.us/>

Zionsville West Middle School (Grades 5-8)

Principal: Dr. Shawn Wooden
Assistant Principals: Dr. Mrs. Katie Gordon, Mr. Ramsay West
5565 South 700 East, Whitestown, IN 46075
Phone: 317-873-1240
Fax: 317-769-6097
Attendance: 317-873-1240 x2
Health Clinic: 317-873-1240 x4
Food Services: 317-873-1240 x10974
Website: <https://zwm.zcs.k12.in.us/>

Zionsville Community High School (Grades 9-12)
 Principal: Mrs. Karen McDaniel
 Assistant Principals: Mrs. Kristin Alderman, [Ms. Maureen Borto](#)
 Mr. Matt Walters, Mr. Jared Williams, Mrs. Katie Willour
 1000 Mulberry Street, Zionsville, IN 46077
 Phone: 317-873-3355 | Fax: 317-873-8002
 Attendance: 317-873-3355 x2
 Health Clinic: 317-873-3355 x4
 Food Services: 317-873-3355 x12974
 Website: <https://zhs.zcs.k12.in.us/>

CONTACT INFORMATION

Zionsville Community Schools works hard to foster an environment of communication among students, parents/guardians, staff, administrators, board members and the wider community. If parents/guardians have a question or concern about their student, they should first contact the child's teacher. All staff members have an email account, [a ParentSquare account \(see Other Digital Tools handbook section for more information\)](#), and an in-classroom telephone with voicemail. Contact information is listed on the Zionsville Community Schools district website and on each school website.

Board of School Trustees

The Board of School Trustees serves as the governing system for providing a free, public education as required by state law for children in the Zionsville Community School Corporation. The Board has two scheduled meetings per month at the Educational Services Center (ESC), 900 Mulberry Street, Zionsville, IN, and meetings are open to the public. The Board of School Trustees meeting schedule, tentative meeting agendas, recorded podcasts, minutes of previous meetings, policies, and names/contact information of Board Members are posted on the ZCS website's [on-the School Board page link](#). The Board of School Trustees approves and authorizes all items in school handbooks. As a result, the ZCS Elementary Handbook represents the legal and formal policies that guide activity within the Zionsville Community School Corporation.

District Leaders

Title	Name	Email	Phone Number
Superintendent	Dr. Rebecca Coffman	rcoffman@zcs.k12.in.us	317-873-2858 x11999
Assistant Superintendent of Teaching and Learning	Kris Devereaux Mrs. Dr. Dara Chezem	kdevereaux@zcs.k12.in.us dchezem@zcs.k12.in.us	317-873-2858 x13008 TBD 317-873-2858 x13008
Assistant Superintendent of Operations	Matt Doublestein	mdoublestein@zcs.k12.in.us	317-873-2858 x11262
Chief Technology Innovation Officer	Dan Layton	dlayton@zcs.k12.in.us	317-873-2858 x11400
Chief Financial Officer	Regina May	rmay@zcs.k12.in.us	317-873-2858 x11133
Program Director of Student Services	Maggie Ioannacci	mioannacci@zcs.k12.in.us	317-873-2858 X 11267
Director of Unified Student Services	Casey Allen	callen@zcs.k12.in.us	317-873-2858 x11950
Assistant Director, Unified Student Services	Christina Moore	chmoore@zcs.k12.in.us	317-873-2858 x11201

Assistant Director, Unified Student Services	Katie O'Brien	kobrien@zcs.k12.in.us	317-873-2858 x15718
Director of Academic Services	Christine Squier	csquier@zcs.k12.in.us	317-873-2858 x14131
Director of Safety and Energy Management	Chad Smith	chadsmith@zcs.k12.in.us	317-873-2858 x11127
Director of Operations	Matt Doublestein	mdoublestein@zcs.k12.in.us	317-873-2858 x11262
Food Services Director	Jan Swander	jswander@zcs.k12.in.us	317-873-1232 x11600
Transportation Manager	Amy Eaton	aeaton@zcs.k12.in.us	317-873-1237 x11802
Director of Special Projects	Martha Farley	mfarley@zcs.k12.in.us	317-873-2858 x11700
Residency Specialist/Community Relations Coordinator	Lynn Kissel-Brown	lkissel@zcs.k12.in.us	317-873-2858 x11230

Building and Other District Staff

Contact information for building-level and other district staff is available on the ZCS website, as well as on the school web pages. Parents/Guardians may also contact their school or the Educational Services Center at 317-873-2858 for additional information.

Contacting Teachers

In the event that parents/guardians need to contact a teacher, they are instructed to call, email, or send a ParentSquare message to the teacher directly. Please note, ~~however,~~ that telephone calls to elementary classrooms will be forwarded directly to voicemail between the hours of 8:00 a.m. and 3:00 p.m. Therefore, calls/emails will be returned at the staff member's earliest convenience. **If a change of transportation is needed, please contact your school's main office by 1:00 p.m.** [Main office phone numbers can be found on each school's website and in the ~~Please see~~ Zionsville Community Schools at a Glance section of the handbook. ~~for contact information.~~](#)

VOLUNTEER AND VISITOR OPPORTUNITIES AND PROCEDURES

The Zionsville Community School members recognize and respect the critical role all parents/guardians and families have in the education of their children. ZCS is committed to developing good working relationships with parents/guardians ~~in order~~ to improve student achievement, to strengthen school learning environments, and to promote positive relationships within the community.

Required Background Check for Volunteers

We value partnerships with our families and welcome parents/guardians to serve as volunteers in our schools. Each ZCS school offers a wide variety of volunteer opportunities. During the school day, all volunteers are expected to check in at the front office with a government-issued ID. Prior to the volunteer opportunity, all volunteers must sign the Non-Disclosure Acknowledgement Form and have successfully completed a **Full Criminal History Background Check**. Necessary background check paperwork is available on the [Volunteers page](#) of the ZCS website and should be submitted at least 10 days prior to the intended volunteer

date. ~~Volunteers must also view the state-mandated confidentiality/bullying video.~~ The volunteer will pay the fee for the full background check through SafeVisitor, which will expire after five years. Volunteers must also view the state-mandated confidentiality/bullying video. -ZCS thanks all volunteers for their generous support of our youth and schools. For more information, contact Ann Hall, Program Manager, Office of Special Projects, at ahall@zcs.k12.in.us; ahall@zcs.k12.in.us.

Volunteer examples include:

- Field Trip Chaperones
- Out of Town/Overnight Chaperones
- Tutors
- Volunteer Coaches
- Classroom Helpers (class party lead; Zionsville History instructor)~~PTO parties/room parents/guardians~~)
- Library Helpers
- Field Day/Jog-A-Thon Volunteers
- Book Fair Sales/Athletic Ticket Sales

Required Government ID Check for Visitors/Volunteers

During the school day, all visitors must enter via the front door and ~~check in~~check in at the front office. Visitors ~~must need to be prepared to~~ present a government-issued photo ID which will be scanned against the National Sex Offender Registry. All visitors will be issued a visitor badge/tag to be worn inside the building at all times. Visitors other than parents/guardians must be prearranged and organized through the main office.

Visitor examples include:

- Lunch Guests
- Classroom Guest Speakers
- Classroom Special Events (Grandparents Day, other student presentations)
- Parents/Guardians/Teacher Meetings or Conferences

Please contact the staff member directly if you would like to schedule an appointment to meet with teachers, counselors, or administrators.

Visitors to School

Exterior building doors to all schools are kept locked during the school day. Therefore, any visitors wishing to enter the building must present themselves at the front door, ring the doorbell, and state their name and the reason for the visit. Once cleared by a member of the school staff, visitors will be buzzed into the school. Upon entering the school building, visitors must report to the main office immediately to be checked in by showing their government-issued ID to receive a visitor badge. **For safety reasons, visitor badges must be worn at all times.** Visitors should check out at the front office when leaving the building and return their visitor badge. -

To reduce disruption of instructional time and maximize the generosity of our volunteers, we request that all volunteer opportunities are arranged with the classroom teacher and/or front office in advance. In addition, all volunteers who are visiting campus to assist in the classroom, or who are attending a meeting, should not deviate from their assigned volunteer location. In order to best serve the needs of everyone, please know volunteer time is not an appropriate setting for a conference with a classroom teacher or other staff member. To help maintain a focused learning environment, we kindly ask that ~~We also ask that~~ ~~volunteers~~ do not bring young siblings who require that need supervision to be monitored while volunteering ~~in a classroom~~. Visitors are welcome to attend lunch but, due to safety concerns, are not allowed to attend recess. **See Required Government ID Check for Visitors.**

Parents/Guardians Teacher Organization (PTO)

Parent/[Guardian](#) Teacher Organizations are a major part of each school. These groups provide support to the students, teachers, and staff in the form of fundraising, event planning, and other special opportunities. All parents and guardians are members of PTO organizations and are encouraged to visit the school’s website or main office for more information.

ELEMENTARY AND PRESCHOOL HOURS

Elementary School Hours and Delay Schedule

The following times constitute the school day for all ZCS elementary schools: School hours are 8:00 a.m. to 2:30 p.m. for grades 1-4, and kindergarten hours are from 9:00 a.m. to 2:30 p.m. Kindergarten students who do not attend Bridge or other morning programming should arrive between 8:50 a.m. and 9:00 a.m. Location and procedures for kindergarten drop-off and pick-up will be provided by your school.

	Normal Schedule		2– Hour Delay Schedule		
Entry Time: Grade 1-4 and Kindergarten Bridge (optional)	7:50 a.m.		9:50 a.m.		
Start Time: Grades 1-4 and Kindergarten Bridge (optional)	8:00 a.m.		10:00 a.m.		
Entry Time: Kindergarten	8:50 a.m.		10:50 a.m.		
Start Time: Kindergarten	9:00 a.m.		11:00 a.m.		
Dismissal Time: Grades K-4	2:30 p.m.		2:30 p.m.		
	<u>Normal Entry</u>	<u>Normal Start</u>	<u>2- Hour Delay Entry</u>	<u>2-Hour Delay Start</u>	<u>Dismissal</u>
<u>Grades 1-4 and Kindergarten Bridge (optional)</u>	7:50 a.m.	8:00 a.m.	9:50 a.m.	10:00 a.m.	2:30 p.m.
<u>Kindergarten</u>	7:50 a.m.	8:00 a.m.	9:50 a.m.	10:00 a.m.	2:30 p.m.
<u>Kindergarten</u>	8:50 a.m.	9:00 a.m.	10:50 a.m.	11:00 a.m.	2:30 p.m.

***Dismissal procedures will vary from school to school due to logistical factors. School dismissal is at 2:30 p.m. even when there is a 2-hHour dDelay.**

In the event of a school closure, information will be provided through ParentSquare about potential e-learning and/or make up days.

Before School Arrival Time

If children are brought to school, please do not drop off before 7:50 a.m., unless prearranged with the teacher and/or principal. No supervision is provided for students before 7:50 a.m. except for students who are preregistered for Before and After Care (BAC). School office hours are from 7:30 a.m. to 3:30 p.m.

After School Departure Time

All students are to leave school at 2:30 p.m., **unless prearranged with the teacher and/or principal.** No student should be in the building unless participating in a supervised club/activity. If a student is to stay for such an activity, communication must be sent to the classroom teacher indicating this change to the child’s typical

dismissal plan. **Children without such permission will follow their usual dismissal procedure.** Parents/Guardians picking up students who have finished with after-school activities should follow the dismissal procedure set up by each club/activity.

Preschool Hours and Delay Schedules

Universal Preschool: This program is housed in all elementary schools for the 2025~~6~~-2027~~6~~ school year. Universal Preschool hours are from 8:15 a.m. to 2:45 p.m.

	<u>Normal Start Time</u>	<u>Normal End Time</u>	<u>2-Hour Delay Schedule* Start Time</u>	<u>2-Hour Delay Schedule End Time</u>
<u>Universal Preschool</u>	<u>8:15 a.m.</u>	<u>2:45 p.m.</u>	<u>10:15 a.m.</u>	<u>2:45 p.m.</u>
	Normal Schedule		2-Hour Delay Schedule*	
Start Time: Universal Preschool	8:15 a.m.		10:15 a.m.	
End Time: Universal Preschool	2:45 p.m.		2:45 p.m.	

***On 2-hour delay days, Universal Preschool will also delay, and there will be no morning BAC for Preschool students.**

Developmental Preschool: This program is housed at Pleasant View Elementary School. Developmental Preschool hours are from 8:00 a.m. to 10:30 a.m. for the morning session and from 12:00 p.m. to 2:30 p.m. for the afternoon session.

Foundational and Transitional Preschool: -These programs are housed at Pleasant View Elementary School. Foundational and Transitional Preschool hours are from 8:00 a.m. to 2:30 p.m.

Phonology Preschool: This program is housed at Pleasant View Elementary. Phonology Preschool hours are from 8:00 a.m. to 10:30 a.m., Monday – Thursday.

2-hour delays:

- Developmental Preschool: Operates on an alternating schedule:
 - First 2-hour delay: The afternoon class will attend at their normal time; the morning class will not attend that day.
 - Second 2-hour delay day: The morning class will attend 10:00 a.m. to 12:30 p.m.; the afternoon class will not attend that day.
 - This schedule will continue to alternate each 2-hour delay day throughout the school year.
- Foundational Preschool and Transitional Preschool: The programs will follow the standard 2-hour delay schedule.
- Phonology Preschool: Classes will not be in session when ZCS operated on a 2-hour delay.

Two-hour delays:

~~*When Zionsville Community Schools are operating on a two-hour delay, Developmental Preschool will operate on an alternating schedule for the morning and afternoon classes. During the first 2-hour delay day, the afternoon class will attend at their normal time; however, the morning class will not attend that day. On the~~

second 2-hour delay day, the morning class will attend 10:00 a.m. to 12:30 p.m. and the afternoon class will not attend that day. This schedule will continue to alternate each 2-hour delay day throughout the school year.

Foundational Preschool and Transitional Preschool will be on the 2-hour delay. When Zionsville Community Schools are operating on a two-hour delay, **Phonology Preschool** will not attend preschool on that day.

Developmental, Foundational, and Transitional Preschool Schedule

	Normal Schedule		2-Hour Delay Schedule	
Start Time: Developmental Preschool—AM Session	8:00 a.m.		*See paragraph on previous page	
End Time: Developmental Preschool—AM Session	10:30 a.m.		*See paragraph on previous page	
Start Time: Developmental Preschool—PM Session	12:00 p.m.		*See paragraph on previous page	
End Time: Developmental Preschool—PM Session	2:30 p.m.		*See paragraph on previous page	
Start Time: Foundational and Transitional Preschool	8:00 a.m.		10:00 a.m.	
End Time: Foundational and Transitional Preschool	2:30 p.m.		2:30 p.m.	
	<u>Normal Start Time</u>	<u>Normal End Time</u>	<u>2-Hour Delay Start Time</u>	<u>2-Hour Delay End Time</u>
<u>Developmental Preschool- AM Session</u>	<u>8:00 a.m.</u>	<u>10:30 a.m.</u>	<u>*See information on previous page</u>	
<u>Developmental Preschool- PM Session</u>	<u>12:00 p.m.</u>	<u>2:30 p.m.</u>	<u>*See information on previous page</u>	
<u>Foundational Preschool</u>	<u>8:00 a.m.</u>	<u>2:30 p.m.</u>	<u>10:00 a.m.</u>	<u>2:30 p.m.</u>
<u>Transitional Preschool</u>	<u>8:00 a.m.</u>	<u>2:30 p.m.</u>	<u>10:00 a.m.</u>	<u>2:30 p.m.</u>

CURRICULUM and LEARNING

Philosophies and Methods

Student growth and achievement are the foremost priorities of Zionsville Community Schools. ZCS follows the Indiana Department of Education curricular standards while incorporating a variety of educational philosophies and best instructional practices. The curriculum is designed to provide a well-rounded educational program addressing core skills and knowledge in all key academic areas while allowing opportunities for enrichment, differentiation of instruction, and targeted support based upon individual needs.

Each of the Zionsville Community Schools provides a well-structured, balanced, and challenging course of study for all students. Implicit in this goal is the belief that every student is capable of achieving a standard of excellence that provides the foundation for future academic, economic, and social success. To access information about academic standards and grade level course offerings/curriculum frameworks, visit the [Academics page of the ZCS website](#) under the Academics link.

Kindergarten

The ZCS kindergarten curriculum, which is standards-based, creates a balanced approach that nurtures individual growth and development. The kindergarten curriculum builds a strong foundation of literacy and mathematical understanding, and fosters students' social, emotional, and academic growth. The flexibly structured kindergarten day ensures important opportunities for teacher-directed learning, whole and small group interaction and inquiry, individual exploration, and creative pursuits.

Literacy Best Practices and Beliefs

ZCS educators believe that literacy is the foundation for all learning and is critical to future success, combining phonemic awareness, phonics, vocabulary development, fluency, and comprehension. ZCS elementary students receive direct instruction in reading at and beyond grade level texts with appropriate intervention and enrichment provided. Students are guided to read a variety of texts (including fiction, non-fiction, narrative and expository) for meaning and [enjoyment/pleasure](#) across all curricular areas. For more information regarding how the ZCS literacy framework provides experiences for readers and writers to grow through best instructional strategies, visit the [Academics page of the ZCS website](#). ~~under the Academics link.~~

Curricular Materials

Teachers representing all grade levels and educational areas use the knowledge gained through their [earned](#) academic degrees, professional learning [and, as well as their](#) extensive experience with elementary students [, to](#) evaluate and select curricular materials that best meet our students' diverse learning strengths and needs. Additionally, parents/guardians have the opportunity to participate in the curriculum adoption review process.

Students are provided materials for school subjects and assignments, books and magazines for reading, and devices for listening and viewing. Students are expected to properly care for all school property as well as the property of their classmates and teachers. If books, materials, or other school resources are damaged or lost, parents/guardians are responsible for repair or replacement.

Media Center

Students are instructed in literary appreciation, reference, and study skills by their classroom teachers and the media center specialist. Access to the school media center resources/catalog can be found [on the Media Center page under the Academics tab on each elementary school website.](#) [at https://zcs.follettdestiny.com/common/welcome.jsp?context=saas099_1398200](https://zcs.follettdestiny.com/common/welcome.jsp?context=saas099_1398200) ~~or on each elementary school website under the Academics tab.~~

Character Development

We strive for our students to be *Strong in Every Way* by emphasizing five Traits of Success: **Compassion, Ethics, Wellness, Confidence, and Determination**. These traits are expected, modeled, encouraged, and celebrated daily as an integral part in providing the utmost conducive environment for successful learning and achievement to take place. In addition, we actively support and teach our student-created philosophy statement, *Everyone Belongs Here*:

Zionsville Community Schools actively supports dignity, humanity, and inclusion for all. We expect that all adults and students will contribute to creating and sustaining classroom and school cultures of dignity, community, and partnership by:

Celebrating our differences
Building relationships
Ensuring a safe school environment
Preparing youth to thrive in our global world

Understanding that hate has no home in ZCS

Convocations and School Assemblies

Each school may provide special convocations and/or presenters for our students each year. These programs are usually scheduled a great deal in advance, filling an already busy school curriculum with interesting academic, cultural, and fine arts learning opportunities for our students. Scheduled convocations do not involve any additional cost. Past programs have included themes such as Veterans Day, character education, school safety, self-advocacy, cultural diversity, and the performing arts.

ACADEMIC PROGRESS REPORTING

The evaluation of students is an important process. At Zionsville Community Schools, we offer an easy-to-use website that provides secure access to a student's academic progress online to help parents/guardians stay involved.

PowerSchool

PowerSchool contains information that is specific to each child's academic performance, including attendance, report cards, and standardized test results such as ILEARN, IREAD, CogAT and NWEA. Parents/Guardians may access [PowerSchool](#) via ~~through the link on~~ the ZCS main webpage. Accounts can be created by choosing the "Create Account" tab and following the prompts. Please contact the school office with questions about account information.

Report Cards

Families of students in grades K-4 receive an electronic report card four times throughout the school year. The report card is standards-based with progressive skills listed so that families know if their child is on track with grade level expectations at each quarter. Proficiency is indicated based on the scale below. Since these skills build over the course of the school year, not every standard is marked each time. Parents/Guardians are encouraged to connect with their child's teacher(s) with questions regarding progress. ~~classroom teacher.~~

Grade Level Proficiency Marking Explanation
3+ EXCEEDS - The student consistently grasps, applies, and extends skill/standard with evidence that shows depth of understanding and flexible application of grade-level concepts.
3 MEETS - The student meets grade-level expectations on standards as demonstrated by evidence that shows independent understanding and application of grade-level concepts.
2 APPROACHING - The student performs just below grade-level expectations on standards as demonstrated by evidence that shows incomplete or inconsistent understanding and application of grade-level concepts.
1 WITH SUPPORT - The student performs below grade-level expectations as demonstrated by evidence that shows limited understanding of grade-level concepts. Interventions may be needed to stay on track with expectations.

Teacher Conferences

The academic success of a student is shared by students, parents/guardians, and the school. While formal teacher conferences take place in the fall, all parents/guardians are encouraged to initiate conferences whenever it appears useful and appropriate. Conferences must be prearranged and can take place in-person or virtually.

OTHER DIGITAL TOOLS

Canvas LMS

Canvas is a Learning Management System (LMS) used by teachers in grades K-12 as a tool to engage students through interactive lessons and assignments. It is a great resource for both students and parents/guardians to stay connected in and out of the classroom. Each child has their own individual Canvas account. Students may

access Canvas by using the same username and password they use to log into the school network (usernames are usually first name-last name and passwords are usually their Quick ID). Parents/Guardians are able to create their own Canvas account and link all of their children's accounts. We highly encourage parents/guardians to create an account to foster better communication between school and home. Canvas is the delivery model for curriculum when students are participating in e-learning, whether for school closure or pre-planned. To access Canvas, click on the [CANVAS link](#) found under the [Students](#) tab on the school or district website.

ZCS Portal

The ZCS Portal is a single sign-on system that uses one username and one password for all accounts related to digital tools for our students. This has a wealth of applications accessible to students, including educational games, subscriptions, and study tools. Students may access the ZCS Portal by using the same username and password they use to log into the school network (usernames are usually first name-last name and passwords are usually their Quick ID). To access the ZCS Portal, click the [ZCS Portal](#) link on the school or district website.

ParentSquare

Zionsville Community Schools utilizes ParentSquare as our **primary tool for communication with parents**. ParentSquare is a great way to stay up to date with what is happening in your child's classroom as well as the school. ParentSquare is also used for communication from the district including school closures or delays. We encourage you to download the ParentSquare app to access your account. If you have questions about accessing your account, please contact the school.

- [Parent/Student Account Resources](#)
- [Parent 101 Training Resource](#)
- [Setting Up Notifications in ParentSquare](#)

STUDENT SUPPORTS and PROGRAMS

Child Find

[Child Find is the process for locating, identifying, and evaluating individuals with suspected disabilities who may need special education services, regardless of the severity of their disabilities. This is the responsibility of ZCS regardless of whether a parent affirmatively requests an evaluation. ZCS provides a Free Appropriate Public Education to any child who qualifies as having a disability, in accordance with federal and state laws. ZCS is responsible for locating all children ages 3 through 22 years of age with a suspected disability who reside within the boundaries of its district. With early identification and intervention, frustration and academic failure can be prevented, which in turn creates a positive learning experience for students. Multi-Tiered Systems of Support \(MTSS\), which encompasses academics, speech, language, and/or social and emotional learning, is an essential component of the child find process. Utilizing screening assessments, the ZCS team members identify students in need of intervention, implement action plans, and monitor the response to the targeted interventions. In addition, the evaluation referral procedures in ZCS provide the framework to refer students with suspected disabilities for evaluation.](#)

[If you have questions regarding the Child Find process in ZCS, please contact your child's school counselor.](#)

Multi-Tiered Systems of Supports (MTSS)

[If a student shows a need for more targeted support for academics or behavior, a Multi-Tiered System of Supports \(MTSS\) plan may be implemented to help meet student needs. MTSS is a systematic process to ensure that ALL students learn. It is a framework for *prevention, advancement, and early intervention*, which involves determining whether all students are learning and progressing academically and behaviorally when provided with high quality instruction.](#)

MTSS is not Special Education; it is extra help and resources provided for students to make sure they are reaching their potential each school year. Students are identified for MTSS based on data and teacher observations. Parents/Guardians are provided paperwork detailing their child's MTSS plan and are sent quarterly updates as the student's progress and the effectiveness of the intervention is monitored. Parents/Guardians can contact their child's teacher for questions about this process.

Intervention for students may include: additional time for exposure to core curriculum using research-based interventions with a small group in their classroom; small group or one-on-one intervention with higher frequency and duration; intervention using a computer program to help reinforce skills in the classroom; or work with a specialist in a small group setting.

If a child does not make adequate progress toward their goals, a conference will be held with parents/guardians to determine if the student needs additional targeted support or to be referred to our Special Education team for further testing.

ZCS Unified Student Services Continuum of Services

ZCS provides special education and related services for eligible students ages 3 through 22 and offers a full continuum of placement options as determined appropriate by the case conference committee (CCC).

- **Preschool (ages 3–5): ZCS offers a continuum of preschool services. The CCC considers each child's developmental, educational, and behavioral needs when determining placement in the least restrictive environment (LRE).**
- **School-age (kindergarten through age 22): ZCS offers a range of placement options, including but not limited to:**
 - **Special education services and supports delivered within the general education classroom ("inclusion")**
 - **General education placement supported by services provided both inside and outside of the classroom ("resource services")**
 - **Separate classrooms designed to address functional academics, life skills, basic skills, or behavioral challenges, which may include opportunities for participation in general education settings**

Zionsville Community Schools' Commitment

ZCS values inclusive opportunities and the benefits of students learning together. We recognize that children bring unique strengths and that meaningful inclusion fosters growth for all. To support this belief, ZCS is committed to offering a full continuum of services to meet the individual needs of students with exceptionalities.

Special Education Preschool

The ZCS special education preschool program serves children ages 3–5 who qualify for early intervention services through a multidisciplinary educational evaluation. Services are individualized based on each child's needs, as determined by the case conference committee (CCC).

The continuum of preschool services may include:

- **Walk-in services for speech, language, and/or phonology**
- **Integrated resource support in a general education preschool setting**
- **Specialized preschool programs, such as phonology preschool, developmental preschool, foundational preschool, and transitional preschool**

Speech, language, occupational, and physical therapy services are embedded into the preschool programs for children who qualify, with therapists collaborating directly with classroom teachers.

- All ZCS special education preschool services are provided at Pleasant View Elementary.

Resource Support

Resource services are designed to support students with special needs in accessing the general education curriculum. Services are typically delivered by special education staff within the general education classroom (inclusion).

- When targeted instruction is needed, students may also receive support in a special education setting. This may include remediation, a “double dose” of academic instruction, or direct instruction in behavior and social skills, as aligned with the student’s IEP goals.

- To minimize missed instruction in core subjects, resource services are scheduled whenever possible outside of direct English/language arts and math instruction.

- Resource and inclusion services are available in all ZCS elementary buildings.

Essential Skills

The Essential Skills program serves students with intellectual disabilities who are not able to make appropriate progress through the resource program, even with additional supports and services. Placement is determined by the case conference committee (CCC) and may change over time as student needs evolve.

- The program provides a continuum of services, including:

- Functional Academics: Focused instruction in core academic areas, combined with social skills training and behavior management. Students participate in the general education environment when appropriate.
- Life Skills: Designed for students with more significant needs in academics, communication, and self-help. Instruction emphasizes functional academic skills, communication development, daily living skills, and preparation for independence in adulthood. Integration with general education peers is determined individually based on student needs.
- Autism Classroom: Supports students with autism who experience significant behavioral challenges related to limited or no verbal communication. The program emphasizes developing a communication system to reduce behaviors and increase time available for academic learning. Opportunities for general education engagement are provided when appropriate.

- Horizontal movement between these program options is possible and determined by the case conference committee (CCC).

- Essential Skills classrooms are located at Pleasant View Elementary.

Intense Intervention

The Intense Intervention program serves students with significant emotional and/or behavioral needs who are not able to make appropriate progress through the resource program, despite additional supports and services. Placement is determined by the case conference committee (CCC).

- This program is unique in that it supports a wide range of needs and operates on a levels system, which provides structured supports to help students build academic, social, and emotional skills. Instruction focuses on:

- Meeting Indiana academic standards

- [Providing intensive social and emotional skill instruction](#)
- [Supporting positive behavior and self-regulation](#)

[Students in the Intense Intervention program may receive instruction in the general education classroom, the Intense Intervention classroom, or a combination of both, depending on individual needs.](#)

[The Intense Intervention classroom is located at Trailside Elementary.](#)

[Unified Student Services Preschool](#)

[Unified Student Services \(USS\) Preschool refers to the continuum of special education programs provided for children 3-5 years of age who are found eligible for special education services through a multidisciplinary educational evaluation as well as reside within the Zionsville Community Schools district. The continuum of services provided by ZCS includes walk-in services for Speech/Language Therapy, Phonology Preschool, Developmental Preschool, Resource Support, Occupational Therapy, and Physical Therapy. Services provided to a child who qualifies are dependent upon the need of the child. If parents/guardians have concerns with their child's development in speech, language, gross or fine motor skills, social/emotional skills, adaptive skills, or readiness skills, they are asked to call the Preschool Office at 317-873-2376 extension 18806 for additional information.](#)

[Special Education](#)

[Students are entitled to a Free and Appropriate Public Education \(FAPE\) in their least restrictive environment. Zionsville Community Schools provides a continuum of special education provisions and supports for students identified as having a disability as defined by federal law, Individuals with Disabilities Education Act \(IDEA\), and Indiana state law, Article 7.](#)

[A student is made eligible for special education through a multidisciplinary educational evaluation and case conference committee decision. Students with a disability who do not meet the eligibility requirements set forth through Indiana's special education state law, Article 7, may be eligible to receive assistance through supports like a Section 504 plan or a Multi-Tiered System of Support \(MTSS\) plan. Such plans would be developed through an interactive process between the school, parents, and student.](#)

[Parents who believe their child may need special education or related services should refer to the \[Special Education\]\(#\) link on the Zionsville Community School website and/or connect directly with their school team.](#)

[Multi-Tiered Systems of Supports \(MTSS\)](#)

[If a student shows a need for more targeted support for academics or behavior, a MTSS plan may be implemented to help meet student needs. MTSS is a systematic process to ensure that ALL students learn. It is a framework for *prevention, advancement, and early intervention*, which involves determining whether all students are learning and progressing academically and behaviorally when provided with high quality instruction.](#)

[MTSS is not Special Education; it is extra help and resources provided for students to make sure they are reaching their potential each school year. Students are identified for MTSS based on data and teacher observations. Parents/Guardians are provided paperwork detailing their child's MTSS plan and are sent quarterly updates as the student's progress and the effectiveness of the intervention is monitored. Parents/Guardians can contact their child's teacher for questions about this process.](#)

[Intervention for students may include: additional time for exposure to core curriculum using research-based interventions with a small group in their classroom; small group or one-on-one intervention with higher](#)

~~frequency and duration; intervention using a computer program to help reinforce skills in the classroom; or work with a specialist in a small group setting.~~

~~If a child does not make adequate progress toward their goals, a conference will be held with parents/guardians to determine if the student needs additional targeted support or to be referred to our Special Education team for further testing.~~

Multilingual Learners

ZCS has the privilege of serving families reporting several different languages spoken at home. In order to support these students, Multilingual Learner (ML) instructors work in partnership with classroom teachers to provide individualized educational supports. With that in mind, multilingual learners attend on-grade level classes with their classmates who speak English fluently as much as possible. For additional information pertaining to the ZCS ML program and how students are supported, please visit the [ZCS website under the Academics page on the ZCS website](#)~~link~~.

Advanced Curriculum

We recognize that in ZCS we have many high-achieving students in addition to those who meet nationally recognized criteria for giftedness. Our philosophy in ZCS is to use formative assessment thoughtfully and often to match appropriately challenging curriculum and experiences to all students, consistent with their abilities and leading to maximum growth regardless of an identification label. Advanced Curriculum designation for a student is ~~only~~ one of many avenues to ensuring continuous progress and challenge. We have many others, including:

- [differentiation](#)
- [student-driven inquiry on projects of choice/interest](#)
- [curriculum compacting](#)
- subject-skipping
- grade-skipping
- using technology as a resource for presenting advanced content
- grouping for instruction across classrooms or grade levels
- ~~curriculum compacting~~
- ~~student-driven inquiry on projects of choice/interest~~
- ~~differentiation~~

~~The process for identifying student needs takes into account multiple data points including information from CogAT (ability), NWEA (achievement), and KOI/SIGS (observation). A team of experienced teachers with advanced graduate work in the area of gifted education consider all factors in a student's profile to determine appropriate placement in Advanced Curriculum. All students in grades K-7 are considered yearly. Please see the [Advanced Curriculum page](#)~~link~~ on the ZCS website for additional information.~~

Promotion and Retention Procedures

Promotion or retention of a child is made by determining the educational setting most appropriate to meet the needs of a child at the various stages of their growth. If a student is successful in their current grade level, they are recommended for promotion to the next grade level. Retention in a grade level is only considered after thoughtful conversation with a child's school team and parents/guardians. Multiple data points and the pros and cons of such an important change to a student's educational plan are carefully weighed. The Department of Education guidelines for retention in third grade for students who do not pass IREAD are followed. For all other grades, retention is ultimately a building ~~leader-principal~~ decision and should accompany a meeting with parents/guardians to create a formal plan for the repeated school year.

STANDARDIZED TESTING

ILEARN

ILEARN is our state-wide measurement of student achievement. ILEARN measures student achievement according to Indiana Academic Standards. ILEARN is the accountability assessment for Indiana students in grades 3-8 that is administered three times throughout the school year. ILEARN contains periodic checkpoints in English/Language Arts and Math for formative data and summative assessments in English/Language Arts (Grades 3-8), Math (Grades 3-8), Science (Grades 4 and 6), and Social Studies (Grade 5).

Northwest Evaluation Association (NWEA)

Students in grades K-4 take the NWEA tests several times each year. This computerized test creates a personalized assessment experience by adapting to each student's learning level as the student progresses through the test. Scores are used by teachers to determine readiness levels and growth.

The Cognitive Abilities Test (CogAT)

The CogAT is administered to kindergarten and second grade students in late winter/early spring of each school year. [It is also given to students in third and fourth grades who are new to ZCS.](#) CogAT measures abilities across the symbol systems that are most highly correlated with fluid reasoning, problem solving, and success in school. With its separate measures of verbal, quantitative, and nonverbal reasoning, this research-based test provides multiple perspectives on student ability. [across grades K-12.](#)

Indiana Reading Evaluation and Determination (IREAD)

The IREAD assessment was developed by the Indiana Department of Education to assess basic reading skills in phonics, fiction, and non-fiction. IREAD was developed in accordance with Indiana Public Law 109 which requires all second and third grade students to be assessed in foundational reading skills. In second grade, the test is a practice. If students pass in second grade, they have met this requirement and do not have to take the test again in third grade. If a student passes in third grade, they have met this requirement and are finished with the IREAD assessment.

State law mandates that any student in grades two or three who does not pass the IREAD assessment will be provided with reading support and will have the opportunity to retake the assessment. If a child does not pass the retake in second grade, they will continue to work on their reading skills in third grade and take the assessment again in March of their third-grade year. If a child is in third grade and does not pass the summer retake, we will meet with families to discuss if a child meets one of the Good Cause Exemption categories (listed below) to enable the student to move on to fourth grade or be retained in third grade. All students who are on diploma track must continue to take IREAD until they pass or complete sixth grade.

The IREAD assessment is an online exam. It will take approximately two hours. It is our expectation that all ZCS students are prepared to meet the proficiency levels required at each grade level. Should additional intervention be required to ensure a child's success, a remediation plan will be developed and shared with families, and a retest will be offered in the district to assist each child needing to meet grade level skills.

Students eligible for a GCE include:

- A student who has previously been retained in third grade.
- A student whose Individualized Education Program (IEP) or case conference committee specifies that promotion to the next grade level is appropriate.

- A student who is an identified Multilingual Learner (ML) who has received services for fewer than two years and has had an Individual Learning Plan (ILP) committee determine promotion to the next grade level is appropriate.
- A student who achieved a performance level of “Proficient” or “Above Proficient” on the third grade ILEARN mathematics assessment.
- A student who has received two or more years of intensive intervention in reading aligned to science of reading and was retained more than once during kindergarten, first grade, or second grade.

Foundational Reading Skills and Dyslexia

The Indiana Department of Education requires school districts to identify struggling readers who show risk factors for Dyslexia and to provide appropriate interventions for students determined to be at risk. All students in kindergarten, first and second grades participate in a universal screening process to check their skills in six different areas: phonological and phonemic awareness (the ability to separate and change sounds in words), alphabet knowledge (name different letters), phonics (sounding out words), decoding (reading), rapid naming (quickly name common objects), and encoding (spelling). After this screening, parents/guardians are notified if their child is on track with their reading skills or if they need additional intervention to help them learn these skills. Interventions are research-based activities that teachers use with students in addition to the regular reading curriculum. If a child requires intervention, parents/guardians will be notified, and a plan will be developed. Parents/guardians will also be provided with information about foundational reading and ways they can help at home. If parents/guardians have any questions about reading at any grade level, they may reach out to the literacy coach at their school whose information can be found on each school website.

Indiana’s Alternate Measure (IAM)

Indiana’s Alternate Measure (IAM) measures student achievement and growth according to Indiana’s Alternate Academic Standards or Content Connectors. IAM is the summative accountability assessment for students with significant cognitive disabilities in grades 3-8. It assesses English/Language Arts (Grades 3-8 and 10), Mathematics (Grades 3-8 and 10), Science (Grades 4 and 6 and 10), and Social Studies (Grade 5).

WIDA (Grades K - 12)

Under the No Child Left Behind Act of 2001, Title III (Language Instruction for Limited English Proficient and Immigrant Students) requires that schools identify limited English proficient students, assess their progress in English language proficiency, and provide eligible children with services that would increase their English proficiency and their academic achievement. The purpose of the English Language Proficiency assessments is to determine a student's level of English proficiency. A Placement Test, administered upon a student's arrival in the United States, is used to determine which English Learner (EL) Multilingual Learner (ML)-services are appropriate for the student. The annual assessment, administered in January and February, is used to determine the student's current level of English proficiency. The annual assessment is also used for accountability purposes.

GROW PROGRAMS

The Zionsville Community Schools fee-based care and enrichment programming, known as GROW, is dedicated to serving the families of Zionsville through a variety of program options such as Before and After Care, Kindergarten Bridge, Summer Z’ Camp, and Universal Preschool. Due to high demand, our GROW programs (BAC, Bridge, ZCAMP, Universal Preschool) all require student registration. We cannot guarantee that there will be space for all families wanting to register their child(ren). For information regarding these programs, including registration and dates, visit the [GROW website-http://zesgrow.zes.k12.in.us](http://zesgrow.zes.k12.in.us), call the GROW office at 317-733-4847, or e-mail GROW@zcs.k12.in.us.

Before and After Care (BAC)

Children attending BAC can be dropped off beginning at 6:45 a.m. and must be picked up by 6:00 p.m. Activities are designed to offer a structured and fun environment. Arts and crafts, group games, board games, and gross motor skill development are integral parts of the program.

Access Days

There are multiple days throughout the school year in which school is not in session, yet many families still need care for their school-aged children. GROW offers the opportunity to purchase care for those days. All Access Days are held at one central location - Pleasant View Elementary School - enter Door #3. All fees for our Access Days are one-time fees. Fees for your chosen Access Days must be paid before the first date of service. You can find the dates for Access Days on the [GROW website](http://zcsgrow.zcs.k12.in.us) <http://zcsgrow.zcs.k12.in.us>. Access Days hours of operation are 7:30 [a.m.AM](#) - 5:30 [p.mPM](#).

Kindergarten Bridge

Bridge is a morning enrichment time that literally bridges kindergarten students from the bus ride to school to the start of the kindergarten day at 9:00 a.m. During Bridge, children will enjoy playing with friends, arts and crafts, story time, gross motor activities, group games, board games, etc. All kindergarten students can be registered for the Bridge program if a family needs childcare for their kindergarten student from 7:50- [a.m.](#) - 9:00 [a.m. in the morning](#). Children already registered for BAC but also need Bridge care should register for both. BAC Site Leads and GROW staff direct the Bridge program at their school.

Summer Z' Camp

Each summer GROW offers a comprehensive day camp environment for children entering Preschool (ages 3-5) through grade 6, with hours beginning at 7:30 a.m. and ending at 5:30 p.m. daily. The K-6 program includes field trips, swimming lessons, and activities such as archery, fishing, lacrosse, tennis, arts/crafts, nature, camp songs, etc. This day camp is housed at Zionsville [West](#) Middle School and can be scheduled for the entire summer or specific weeks. For more information about summer camp, please visit the [ZCAMP website](#) [at https://www.zeamponline.com/](https://www.zeamponline.com/).

Universal Preschool

ZCS offers an early childhood education program with optional extended hours through Before and After Care (BAC). Universal Preschool is housed at each elementary school. The program is for 3-5 year olds and is modeled after the Indiana Foundations for Young Children, utilizing a wide variety of developmentally appropriate activities in a play-based, structured environment. This is a tuition-based program operated by ZCS-GROW. More information is available on the [GROW website](http://zcsgrow.zcs.k12.in.us) [at http://zcsgrow.zcs.k12.in.us](http://zcsgrow.zcs.k12.in.us). For more information on Universal Preschool, email Universal Preschool Manager Chelsey Davern at cdavern@zcs.k12.in.us

EAGLE RECREATION AND ENRICHMENT (ERE)

Eagle Recreation and Enrichment (ERE) is proud to offer year-round extra-curricular programming. The ERE online catalog offers a wide variety of courses such as basketball, foreign language, pottery, tennis, engineering, drama, and many others. Registration for ERE programming is completed online, and all information regarding course offerings can be found on the ERE website. For more information, please visit the [ERE website or at https://www.zionsvilleeaglerec.com/](https://www.zionsvilleeaglerec.com/) or call 317-873-1235.

GENERAL SCHOOL GUIDELINES

Attendance

The Board of School Trustees, as an agency of the state, is required to enforce regular attendance of students. The Board recognizes that being present in the classroom enables students to participate in instruction, class

discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for students to excel.

The State of Indiana's attendance target for students in grades K-12 is ninety-four percent (94%). This means students should miss no more than ten (10) school days each school year. Students are bound by the requirements of Indiana's compulsory attendance law. The State of Indiana defines a student as chronically absent if the student misses more than ten percent of the school year for any reason.

Attendance shall mean to be physically present in a school or at another location where the school's educational program is being conducted during regular school hours on a day in which the educational program in which the student is enrolled is being offered.

Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any place where school is in session by authority of the Board. An unexcused absence is any absence not covered under the definition of excused absence or an exception to compulsory attendance. An out-of-school suspension shall not be considered an unexcused absence.

Parents/Guardians of **kindergarten students** should know that while kindergarten is not mandatory in the State of Indiana, your child's attendance is vital to their progress. Even though it is not mandatory that parents/guardians enroll their children into kindergarten, once a child is enrolled in kindergarten, the child is required to adhere to all state statutes, including attendance guidelines. The compulsory attendance laws require students to attend school the number of days school is in session. [I.C. 20-33-2-7 (b)].

Excused Absences

Excused absences are established in I.C. 20-33-2 and shall be recognized by the Corporation. For any of these exceptions a student shall be recorded as excused absent from school. At a minimum, in accordance with Indiana law, the Board considers the following as exceptions to compulsory attendance, and may not be recorded as absences or penalized by the school in any manner:

- A. Service as a page for or as an honoree of the general assembly (not recorded as absence) (I.C. 20-33-2-14)
- B. Service on a precinct election board or as a helper to a political candidate or to a political party on the date of each general, city, or town, special, and primary election at which the student works. (I.C. 20-33-2-15)
- C. Subpoena to appear in court as a witness in a judicial proceeding (I.C. 20- 33-2-16)
- D. Ordered to active duty with the armed forces of the United States, including their reserve components, or Indiana National Guard for at least fifteen (15) days in a school year.
- E. Participating as a member of the Indiana wing of the Civil Air Patrol for not more than five (5) days in a school year. (I.C. 20-33-2-17.2)
- F. Participation in an "educationally related non-classroom activity" as defined in I.C. 20- 33-2-17.5.
- G. Student or member of student's household participates or exhibits in the Indiana State Fair for educational purposes, for not more than five (5) days in a school year, if student is in good academic standing, as determined by the school corporation. (I.C. 20-33-2- 17.7)
- H. If a student is in good academic standing as determined by the school corporation, up to six (6) instructional days in a school year for student participation in a scheduled competition, exhibition, or

event offered by the National or Indiana FFA or a 4-H club for educational purposes as evidenced in writing by the student's parent and as approved in writing by the student's school principal.

Additionally, the principal shall allow a student to attend a school for religious instruction that is conducted by a church, an association of churches, or an association that is organized for religious instruction and incorporation under Indiana law for not more than 120 minutes per week for the students to receive religious instruction if the student's parent makes a written request for such absence. A student who is receiving religious instruction as indicated herein shall not be recorded as absent from school. (I.C. 20.33.2-19)

The Superintendent shall require, from the parent of each student, or from an adult or emancipated student, who has been absent for any reason, a written statement of the cause for such absence. A phone call to the school is also accepted, should this be designated by the principal. The Superintendent reserves the right to verify such statements and to investigate the cause of each:

- A. prolonged absence;
- B. absence of more than three (3) days duration;
- C. repeated unexplained absence and tardiness.

In addition to the excused absences listed in State statutes, the Board considers the following for excused absences:

Excused Absence	Explanation
Medical	Absences due to illness, injury, mental health, or other health-related concerns. These are excused when appropriately documented by a parent or healthcare provider.
Family Choice- Planned	Pre-arranged absences for vacations, family events, or other personal matters that the student's family schedules in advance.
Family Choice- Unplanned	Absences due to unexpected family situations like emergencies, school nurse requests, weather issues, or lack of transportation. These are recognized when they align with school policy.
Funeral/Bereavement	Absences for the death of a close family member or loved one, including attending services or supporting family during the grieving process.
Religious	Absences for observance of religious holidays, practices, or events important to a student's faith.
Administrator Approved	Absences authorized by a school administrator due to unusual or extreme circumstances.

Unexcused Absences

Unexcused absence shall mean any absence not covered under either the definition of excused absence or listed as an exception to compulsory attendance.

Repeated instances of unexcused absences may result in a truancy prevention plan.

Truancy and Habitual Truants

Truancy is defined as a student absence from the school campus without knowledge of the parent and school.

Or

Truancy shall mean an absence from school that is not an excused absence as stated above or that is not an absence under a parent request that has been filed with the school.

Habitual truants are students absent ten (10) days or more from school within a school year without being excused or without being absent under a parental request filed with the school.

A habitually truant student may not participate in extracurricular or co-curricular activities, unless:

- A. at the Corporation's discretion, in accordance with a plan that meets the requirements for a Student Attendance Plan as described below (even if the student is beyond grade 6) and signed by the student and a parent, provided such participation is permitted by the association governing the activity (if applicable);
- B. after one month of attendance without any unexcused absences and provided such participation is permitted by the association governing the activity (if applicable); or
- C. in accordance with an IEP, Section 504 Plan, or other comparable plan created to meet legal duty to a student with a disability under federal or state law.

The Superintendent or an attendance officer having jurisdiction shall report a child who is habitually absent from school to an intake officer of the juvenile court or the Department of Child Services.

The Superintendent shall ensure that the guidelines on attendance properly address the matter of truancy by including a process which:

- A. identifies the habitual truant;
- B. investigates the cause(s) of his/her truant behavior;
- C. considers, when appropriate, modification of his/her educational program to meet particular needs which may be causing the truancy;
- D. ensures that truant students are disciplined in accordance with the Corporation's policies and administrative guidelines on student discipline;
- E. provides for the reporting to the Bureau of Motor Vehicles those students who have been suspended for the second time during a school year, expelled, or excluded for misconduct;
- F. The superintendent or designee shall report a student who is habitually absent from school in violation of the compulsory school attendance law to the juvenile court or the Indiana Department of Child Services (DCS).

Truancy Prevention Policy

Changes in state law passed in 2024 have led to important changes in ZCS Board Policy related to attendance for students in grades K-6. Indiana Code 20-33-2.5 states that a student in grades K-6 who has had five (5) unexcused absences in a ten (10) week period is considered an "absent student." When a student has been identified as an "absent student," parents/guardians will be notified in writing and the school is required to set a

meeting within ten (10) instructional days of the child's fifth (5th) unexcused absence during the ten (10) week period. At this meeting, the parent/guardian and school team will discuss a truancy prevention plan, which includes supports designed to help improve the student's attendance.

Reporting Student Absences

It is the responsibility of the parents/guardians to report student absences or late arrivals to the school office. Calls to report a student's absence may be left on the school voicemail any time between 4:00 p.m. of the preceding day and 8:00 a.m. of the day of the absence (see Zionsville Community Schools at a Glance, page 3 for attendance phone numbers). Parents/Guardians are encouraged to avoid the rush between 8:00 a.m. and 9:00 a.m. If a parent/guardian knows their child will be absent for a definite number of days, this can be reported on the first day. As a safeguard, the School Connects software will typically send notification via telephone if a student is absent without a reason being logged into our schools' absence reporting system by 9:00 a.m. on school days (10:00 a.m. for kindergarten students). The School Connects call-back service offered by the school corporation is not intended to be a fail-proof procedure for accounting for all students. The Corporation makes no promise or guarantee of notification to parents/guardians if their child is absent from school.

Notifications and Support

Parents/Guardians will be notified when their child has missed five (5) full or partial school days in a given semester. Notification may be given if a child has excessive tardies. Parents/Guardians will receive a second notification when their child has missed eight (8) full or partial days in a semester. After ten (10) missed days, full or partial, a meeting will be required to create a plan to support student attendance. This meeting may take place regardless of if the absences are considered excused or unexcused. (This is independent of the Truancy Prevention policy required by Indiana law.)

Prearranged Absences

Every effort should be made to schedule vacations and trips at times other than school days. Prearranged absences are strongly discouraged, particularly during times of standardized testing. In the event that a child is going to be absent, a parent/guardian should fill out a Prearranged Absence Form, which can be found on each school's website under the Parents tab. Once a parent/guardian signs the form, it should be returned to the school's administrative assistant. This needs to be done at least 2 days before the planned absence. Pre-arranged absences may be considered excused, provided that a student is considered in good standing which includes not requiring a supportive attendance plan.

For pre-arranged absences exceeding ten (10) consecutive school days per semester, students may be asked to withdraw from school and re-enroll upon their return.

Appointments Off-Campus

Parents/Guardians should call the attendance line with information concerning their child's appointment, or the student should bring a signed parent/guardian note to the office the morning of the appointment. The office will call for the student from class when the parents/guardians arrive for pick up. The student will meet the parents/guardians in the office to be signed out by the parents/guardians. If the student will be returning to school, the parents/guardians will sign the student back in at the front desk, indicating the time of return.

Make-up Work

When a child is absent due to illness, the student may complete assignments at home. In the case of extended illness (2 or more days), homework assignments may be requested through the front office. Parents/guardians wishing to request and pick up assignments should notify their child's teacher directly at the beginning of each school day so materials are ready for the end-of-day pick-up. As a general rule, students will have one day for each day's absence ~~in which~~ to complete make-up assignments. Assignments missed during a prearranged absence will be provided upon the child's return to school.

Late Arrival to School

Each ZCS student has the responsibility to arrive to school and class on time. For elementary students, the expected arrival to school is not earlier than 7:50 a.m. (grades 1 - 4), unless they attend BAC, a before school club/course, or an arrangement has been made for supervision by the building principal or designee, and no later than 8:00 a.m. A student who arrives after 8:00 a.m. is considered tardy and **must be escorted into the office and signed in by a parent/guardian**. Kindergarten students are considered tardy after 9:00 a.m. Tardiness takes away from valuable learning time at the beginning of the school day. Taken to the extreme, chronic tardiness can result in educational neglect charges being filed. Tardiness due to inclement weather, late buses, or poor road conditions will be excused.

Early Pick-up of Students

Parents/Guardians are encouraged not to pick up their child before the end of the day except for emergencies. If it becomes necessary for a child to be picked up before the end of the day, the parents/guardians must come to the school office and present a photo ID (when necessary) to sign the child out of school. The classroom teacher will be contacted, and the child will then come to the office for dismissal. Teachers are instructed not to dismiss a child from their classroom without approval from the office. No student will be released to a person other than the custodial parents/guardians without permission from the custodial parents/guardians or other legal authorization.

After School Pick-up of Students

Parents/Guardians of children students who are car riders should remain wait in their vehicle seats while waiting in the car line, and students will be released to their car them at the time of the dismissal bell. Parents/Guardians, for the safety of all, please do not exit your vehicle the car while in the car line nor leave your car unattended in the fire lane. Please check with your child's school for designated dismissal doors and routes, as each school maintains its own dismissal plan. Children who walk home may be met by their parents/guardians at the school designated pick-up point following the dismissal bell. **All mid-day changes of transportation must be called into the school office no later than 1:00 p.m. Do not communicate mid-day changes through email, Parent Square messaging or voicemail. Please call the school and speak directly with school staff to make changes to your student's dismissal plan after 1:00pm.**

Phone Number, Email, and Address Changes

Parents/Guardians must notify the school office personnel of a change in contact information. Notification is made with our Student Change Form which can be found on each school's website under the Parents tab. In the event of a pending move or withdrawal, please provide notification in advance (if possible) so that records may be prepared for transfer to the child's new school. Per IC 20-26-11-2(8) where a student's legal settlement is changed after the student has begun attending school in a school corporation in any school year, the effective date of change may be extended until the end of that semester or, at the discretion of the school, until the end of that school year.

Cafeteria Procedures

The ZCS Food Service Department participates in the National School Lunch and Breakfast Programs. Continual efforts are made to ensure that the meal service provided meets or exceeds all regulations enacted by the U.S. Department of Agriculture, the program's federal administrator.

Within each ZCS cafeteria, a pre-payment debit system is utilized which provides each student with a personalized meal account. The system is designed to process student purchases efficiently and to reduce the amount of cash handling at each location. Funds deposited into accounts are used for the purchase of meals, as well as milk and snack (i.e., a la carte-) products, those items intended to supplement a nutritious meal-. Students are given a unique Quick ID number to access their accounts on a keypad after making their food selections, in some cases using an appropriately coded, school issued Student Identification Card-. Students enter this Quick ID

~~number into a keypad after making their food selections. The cashier then accesses their account and verifies the identity of the student prior to completing the transaction.~~

The debit system operates on a pre-pay basis; therefore, parents/guardians are encouraged to deposit funds in advance of purchases. Deposits will be accepted during any meal service or by sending deposits to the school cafeteria or the school office. To ensure rapid processing when paying with check (made out to ZCS Café) or cash, it is beneficial to record the student's name and Quick ID number on the check or envelope. This is especially useful if one check is to be split between multiple students. If desired, payment can be made by utilizing the school's ~~online payment option~~ online payment option, a process which may involve a convenience fee. ~~Positive Account balances, both positive and negative, will carry over to subsequent school years regardless of a student's ZCS building assignment. Negative balances will be transferred to ZCS Business Services for collection.~~ For those students graduating ~~or~~ OR anyone leaving ZCS, account balances greater than \$5.00 will be refunded via a request through ZCS Food Service webpage.

The cafeteria will make efforts to advise parents/guardians of low and negative account balances by using the primary methods of phone calls, emails or occasional letters mailed home. Parents/guardians and students are encouraged to keep track of account balances which can be done via the family portal accessed at <https://zionsville.familyportal.cloud>. In addition, this portal provides assistance in transferring funds between students, creating purchase limitations, viewing purchase histories and applying for meal assistance, if needed.

At no time will a child be denied purchases. ~~F~~ for details, please see the "Charging Practices" document located on the ZCS Food Service webpage, found on the district website, linked here.

~~It should be noted that any negative account balance of \$50.00 or more that is not paid within a reasonable time may be sent to a collection agency. If a parent/guardian has concerns about a negative meal balance or purchases made, please contact the school's cafeteria manager.~~

The ZCS Food Service webpage ~~will also~~ provides current information ~~on about many~~ topics including: online payment options, pricing, menus, nutritional content and /allergy awareness, cafeteria contacts, summer meal service sites, meal assistance, refunds, ~~s~~ meal charging, and the USDA Nondiscrimination Statement for NSLP/SBP, etc. etc.

~~USDA Nondiscrimination Statement link~~

Any questions or concerns may be directed to the Food Service Manager in each school or to the Food Service Director at 317-873-1232 extension 11600.

Lunch Visits

Parents/Guardians are welcome to have lunch at school with their child. Lunch visits need to be prearranged according to your child's school building protocols, and visitors will need to check-in with a valid photo ID for the required background check. We encourage purchasing the school lunch rather than bringing in fast food. Please do not share food or bring food for other students.

Meal Assistance

An application for meal assistance is available on the Food Service Department's webpage, or at each school building. To apply, please complete and return the application to the Educational Services Center or any ZCS school building. Please note that parents/guardians will be required to re-apply each year to be considered

for meal assistance. Eligibility determination will be communicated in writing to applying parents/guardians. This is a confidential process. Please reach out to the school counselor if you would like to know more about assistance programs.

Money Sent to School for Other Reasons

Whenever money is sent to school with a child, please put it in a sealed envelope with the child's name and the student's teacher's name on the envelope. Please add a note indicating how the money is to be used. Please caution children NOT to open the envelope. Separate checks must be issued for the cafeteria or any other activity or expense conducted by the school.

Meal Assistance

~~An application for meal assistance is available on the Food Service Department's webpage, or at each school building. To apply, please complete and return the application to the Educational Services Center or any ZCS school building. Please note that parents/guardians will be required to re-apply each year to be considered for meal assistance. Eligibility determination will be communicated in writing to applying parents/guardians. This is a confidential process.~~

Pledge of Allegiance and Moment of Silence

In each classroom or on the grounds of each school in the Ceorporation, a daily opportunity is provided for all students to recite the Pledge of Allegiance. The Pledge of Allegiance is followed by the observance of a moment of silence to exercise the student's individual choice to meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede another student in the exercise of the student's individual choice.

Building Care and Respect

Our custodians and staff members work very hard to keep the school clean and pleasant so students have a desirable place in which to learn. Marking, defacing, or otherwise destroying school property will be met with disciplinary consequences. We ask students to help protect our schools from such destruction and to take pride in the attractive appearance of our buildings.

Dress Code

Student attire and clothing choices should contribute to good health, safety, a positive school culture, and not be disruptive to the learning environment.

Guidelines:

- Shoes are to be worn at all times. It is recommended to wear activity-specific shoes (i.e., athletic shoes for Wellness; winter boots for winter recess).
- Attire that may damage school property or pose a danger to the safety of students and staff members shall not be worn (such as large chains, "Heelys," or cleats).
- Face and head should be visible, ~~please no Hhats~~ -or caps are not permitted indoors (except where accommodations are needed for religious beliefs or when health and safety necessitate use.)
- Clothing worn should cover private areas, underwear/undergarments, stomach, and upper/lower back with normal movements. Top clothing and bottom clothing should meet.
- Clothing worn should be free of advertisements for, or promotion of, the use of alcohol, drugs, tobacco, or other substances that, if used by a minor, would be illegal.
- Clothing worn should be free of lewd, vulgar, indecent, or violent language/images or hate speech.

If the building principal, or designee, determines an item of clothing to not meet this standard, a private conversation will take place between the student and the school designee and the student may be asked to change

clothing. The building principal, or designee, may determine whether or not the attire creates a disruption to the learning environment and may preapprove certain items for special school events.

Recess Procedures

Each child is expected to be suitably dressed for play outdoors. As the weather turns colder, each child needs a winter coat, hat, and gloves. Snow pants, waterproof boots, and warm gloves/mittens are required to be able to play in the snow. All children play outside except on rainy, icy, or very cold days (wind chill below the 10-20 degree range). Inside recess will be held on those exceptional days. A child who is well enough to come to school is well enough to go outside and play. Exceptions will be made if parents/guardians send in a note from the doctor stating that the child needs to stay inside. While each school's recess safety protocol is unique to its campus and is available on school websites, all ZCS students honor the following safety code:

- We play together kindly and look after one another.
- We treat playground equipment with care and share with others.
- We stay in the designated recess space.
- We respect the adults who look after us.
- We always tell an adult if we need help resolving a conflict or if someone is injured.
- We stop and listen for directions when the bell/whistle sounds.
- We walk sensibly to our lines and quietly to our classroom.

Electronic Devices and Other Restricted Items in School

The following items are restricted on school grounds: toys, trading cards, valuables, and electronic devices not academically necessary including but not limited to cell phones, tablets, and smart watches. These items may NOT be used by students in the building or on school-sponsored transportation, unless the student has permission by the supervising adult. Electronic devices are to be used for educational purposes only. When not in use for educational purposes they need to be turned off and stored in the student's locker or backpack during the school day. A reminder that communication for a student's dismissal change should not be made through a student's electronic device but always needs to be made directly to the teacher or school office. The school accepts no responsibility if these items are lost, stolen, or damaged and is not responsible for investigating the loss or damage of these items. The student and parents/guardians accept full responsibility for these items.

Lost and Found

There is a lost and found located in each school building. Parents/guardians are encouraged to check this area periodically to reclaim items that have been misplaced. Please check in with the front office to be directed to the Lost and Found area. Labeling children's clothing and belongings helps in the return of items that have been lost. Unclaimed lost and found items will typically be donated to a charitable organization at the end of each semester.

Birthdays

In order to comply with the current wellness policies and to minimize interruption to instruction, birthday treats (food or otherwise) are not allowed. Balloons or flowers should not be sent to school because of possible allergies and the distraction they may cause. Birthday invitations can be distributed at school only if there is an invitation for every member of the class. If you plan on attending lunch with your child, please see **Required Government ID Checks for Visitors**.

Classroom Celebrations

The elementary schools have created guidelines for parents/guardians to follow during classroom parties and events. Please refer to the [ZCS Elementary Safe Snacks](#) document when planning for a classroom party if food

will be provided by volunteers rather than the school. School office administrative assistants, health care professionals, and administration can assist with ensuring the snacks provided to our students are safe. Food provided for a class celebration should be store-bought with a product ingredient label, not homemade. Items should be in compliance with our district [Wellness Policy](#) and considerations should be made to be inclusive of students who have life threatening food allergies.

ADMISSIONS, ENROLLMENT, and REGISTRATION

Proof of Residence

In order to attend Zionsville Community Schools and Universal Preschool, students must have legal settlement within the District as defined by school board policy 5111. For more information, please visit the ZCS website at www.zcs.k12.in.us. Under the District tab choose “New Students and Kindergarten Families” -or contact the Residency Specialist/Community Relations Coordinator at 317-873-2858 x11230.

Required Enrollment Documents

Enrollment requires residence within the district boundaries and the following documentation:

- A. Two of the following pieces of proof of residency: two original, different current utility bills (e.g.: gas, electric, water, sewer). Cell phone bill or driver’s license are not acceptable.

OR

one current utility bill **and one** of the following:

- signed rental agreement with date of occupancy
- signed purchase agreement with closing date
- signed closing documents
- signed letter from builder (on letterhead) with closing date

- B. State-issued original birth certificate or current passport

- C. Immunization records (refer to **Indiana State Department of Health (ISDH)--School Immunization Requirements**)

***All documentation is subject to verification.**

For more information regarding requirements, please contact our Residency Specialist/Community Relations Coordinator at the Educational Services Center at 317-873-2858 x 11230.

Building and Purchasing Questions

If currently in the process of building or purchasing a home, it is required to contact the Educational Services Center at 317-873-2858 to acquire the necessary documents to establish residency before children can be enrolled.

Shared Residency

If residing with someone who lives within the Zionsville Community School boundaries, parents/guardians must contact the Residency Specialist/Community Relations Coordinator. Proof of residence must be provided by the Zionsville resident and such proof of residence must be notarized by the Residency Specialist/Community Relations Coordinator. Contact the Residency Specialist/Community Relations Coordinator at 317-873-2858 x 11230.

Custodial Requirement for Enrollment

Custodial parents/guardians who are enrolling a student must provide a copy of the court approved document substantiating guardianship or custody of the student. An adult who is a non-custodial parent/guardian or does not have legal guardianship and is attempting to enroll a student must contact the Educational Services Center 317-873-2858 for assistance to complete enrollment.

Building Tours

Building tours for new families may be arranged through the Residency Specialist/Community Relations Coordinator, Lynn Kissel-Brown, at lkissel@zcs.k12.in.us. Potential/future students and student guests are not permitted to spend time with ZCS students/classes unless they are registered students.

Intent to Return/Continuing Students

Each spring, parents/guardians of current ZCS students complete “intent to return” digital forms. Families will be asked to update their student’s information and fill out any newly requested information. This is the procedure to register their child for the following school year. Returning families who do not submit their “intent to return” materials by the deadline will be considered unenrolled from Zionsville Community Schools.

Kindergarten Round-Up and Strong Start Activities

Kindergarten Strong Start is the process by which all incoming kindergarten students are pre-registered, and how families are welcomed to their elementary school. Registration usually opens in mid-February and Kindergarten Round-Up typically occurs in late March (the Tuesday before Spring Break) of the preceding school year. ~~In order~~ To enroll a child into kindergarten, parents/guardians must provide their child’s original birth certificate or other reliable proof of the student’s date of birth, a copy of immunization records, **two pieces** of proof of residency (see above Required Enrollment Documents), and a current picture of their child.

Any child who is five years of age on or before **August 1** is eligible to attend kindergarten in the State of Indiana. [Indiana Code 20-33-2-7] Zionsville Community Schools believes that as a general rule, it is beneficial for students to be five years old or older to enter kindergarten.

Classroom Assignment

Many factors are taken into consideration when determining class assignments. Each spring parents/guardians are invited to offer input with the school principal about their child’s learning needs. Please do not submit specific teacher requests, as these cannot be guaranteed, and our intent is to provide the best learning situation for all students. The teachers, school counselor, and principal work together on the placement of students for the upcoming school year. Accordingly, special consideration is given to student needs, compatibility, learning styles, and teaching styles when creating class assignments. Any questions or concerns regarding classroom assignment should be directed to the school principal.

Withdrawal Procedures

Parents/Guardians must notify the school office personnel of an impending move or withdrawal (in advance if possible) so that records may be prepared for transfer to the child’s new school. Notification is made with our [Student Change Form](#) which can be found on each school’s website under the Parents tab. Per IC 20-26-11-2(8), where a student's legal settlement is changed after the student has begun attending school in a school corporation in any school year, the effective date of change may be extended until the end of that semester or, at the discretion of the school, until the end of that school year. Remaining records will be mailed upon request by the office personnel of the new school.

EMERGENCY SAFETY PROCEDURES and NOTIFICATION

Zionsville Community Schools has established a Crisis Intervention and Emergency Management Plan. This plan provides procedures and contingencies to be followed in the event of a crisis and/or emergency situation. In addition, each school has established a similar plan for its specific need and purpose.

Emergency Announcements

Zionsville Community Schools utilizes ParentSquare as the automated email, text, and telephone system to notify all parents/guardians when an emergency announcement is necessary. School delay/cancellation information is also posted on the ZCS website, our official social media channels, and is provided to local media outlets. In combination, these modes of communication serve to keep parents/guardians informed when weather or other emergencies cause schedule or calendar alterations. Parents/Guardians need to notify the school immediately if there is a change in their contact information to ensure they receive any messaging in the event of an emergency. To make a change in contact information, you can fill out the [Student Change Form](#), which can be found on each school's website under the Parents tab, or contact the school office to make a change.

After School Cancellations

Due to the age of our student population and the importance of having parents/guardians/childcare present when children are home, ZCS only calls for an unscheduled early release in extremely extenuating circumstances. Threatening weather or other circumstances may, however, require that all after school [programs](#) and evening activities be cancelled. When this is the case, the activities of all organizations using our buildings are also cancelled (i.e., clubs, sports, scout meetings, etc.). Early release and after school/evening cancellations ~~are~~would be communicated through ParentSquare.

Parents'/Guardians' Determination

Even if the schools are open, the final decision about a child's attendance remains with the parents/guardians. A decision to close or open school cannot take into account every circumstance. We can best protect the safety and welfare of all students if parents/guardians decide what is best for their student with regard to attendance. Parents/guardians are the final decision makers at home because road conditions ~~do~~ vary across the two townships ZCS serves.

Impact of Severe Weather

On days with inclement weather, buses may run very late. In addition to traffic jams, heavy snow generally results in unplowed roadways, narrowed streets and reduced corners, which can significantly impact bus progress. Because of this, it is up to the parents/guardians to decide if alternate transportation is possible or desirable. If a parent/guardian decides to drive a child to school, consider carpooling with neighbors to help reduce traffic congestion. Also, please shovel bus stops and sidewalks so that our students can walk safely.

Emergency Drills

All schools in Indiana are required to conduct emergency drills in accordance with state requirements to ensure student and staff preparedness.

- **Fire Drills:** Conducted at least monthly. Evacuation routes and exits are posted in each room, and students and staff practice exiting the building to designated safe areas.
- **Tornado Drills:** Conducted at least once each semester. Students and staff practice moving to designated interior areas away from exterior doors and windows.
- **Lockdown Drills:** Conducted at least once each semester to practice established safety procedures.

- **Earthquake Drills:** Conducted at least annually to practice appropriate response procedures.

For each drill type, training is provided to staff and students, and regular practice ensures all are prepared for an actual emergency.

Fire Drills

~~All schools in Indiana are required to facilitate, at a minimum, monthly fire drills. A safety evacuation diagram showing the nearest exit and route from the room to a safe location outside the building is posted in each room. Training is provided to staff and students for this emergency situation. Regular practice of appropriate actions/measures for this drill occur so that all are prepared in the event of an actual emergency.~~

Tornado Drills

~~All schools facilitate tornado drills, at a minimum, once during each semester wherein students and faculty know to move to areas free of exterior doors and windows. Training is provided to staff and students for this emergency situation. Regular practice of appropriate actions/measures for this drill occur so that all are prepared in the event of an actual emergency.~~

Lockdown Drills

~~Lockdown drills are facilitated, at a minimum, once each semester. Training is provided to staff and students for this emergency situation. Regular practice of appropriate actions/measures for this drill occur so that all are prepared in the event of an actual emergency.~~

Earthquake Drills

~~Earthquake drills are facilitated, at a minimum, one time each year. Training is provided to staff and students for this emergency situation. Regular practice of appropriate actions/measures for this drill occur so that all are prepared in the event of an actual emergency.~~

Anonymous Safety Reporting

Zionsville Community Schools uses the STOPit platform to allow students, staff, and families to report safety concerns in a timely and confidential manner. Concerns such as bullying, threats, or other school safety issues can be submitted through the STOPit app or web-based form. Reports may be made anonymously and are reviewed by trained personnel to determine appropriate follow-up and support.

Accidents and Injury

All student accidents and injuries that occur on school property or in the course of a school activity are to be reported to the classroom teacher, activity leader or to the office immediately.

SCHOOL BUS, WALKER and BIKE RIDER INFORMATION

Riding the Bus

For most ZCS students, the school day begins and ends on the school bus, which makes transportation a very important part of the total educational process. Bus transportation questions and concerns should be directed to the ZCS Transportation Center at 317-873-1237, or parents/guardians may visit the [Transportation Link](#) on the ZCS website, located under the Parents tab.

Kindergarten Bus Option

The transportation of kindergarten students at the 9:00 a.m. arrival is the responsibility of the parents/guardians. However, bus transportation is provided to kindergarten students arriving at 8:00 a.m. who will attend Bridge or other morning programming from 8:00-9:00 a.m. All students (K-4) are provided the option for school bus transportation home at the 2:30 p.m. dismissal.

Bus Rider Conduct

School bus transportation is a privilege. Students are to behave in a safe, respectful manner while waiting at the bus stop and riding the bus, whether during their daily commute, traveling to competitions, or on field trips. Students who do not maintain appropriate, safe behavior may be excluded from riding the bus.

Parents/Guardians should review the following basic bus riding rules with their student, as well as all of the student expectations set forth in the Behavior and Discipline section of this handbook.

Bus Rider Procedures

Rules for those riding the school bus are as follows:

1. Students shall be waiting at their designated boarding place when the bus arrives. In the case of a late arrival by the student, the bus driver shall exercise discretion on whether it is possible to wait for the student.
2. Whenever boarding the bus, students shall be seated immediately as designated or assigned by the bus driver and shall remain seated until the bus reaches its destination.
3. Once students board a bus, they are not permitted to get off the bus other than at their designated place unless permission is otherwise given by the principal or the principal's designee.
4. **Students will not be allowed to ride a different bus than the one they were assigned.** Please contact the ~~Transportation Manager~~ at 317-873-1237 with further questions. ~~to discuss this in further detail.~~
5. No windows shall be opened or closed except with the permission of the driver.

6. Eating is not permitted on the bus.

~~6-7.~~ The following violations will not be tolerated:

- a. Hitting, tripping, holding or physical aggression
- b. Throwing objects in the bus or at the bus
- c. Fighting
- d. Loud or abusive language
- e. Teasing, yelling, name calling, and/or threatening behavior
- f. Littering
- g. Smoking or drinking on the bus
- h. Destruction of public property
- i. Running after the bus after getting off
- j. Chasing the bus on bicycle
- k. Moving from place to place on the bus

THE ABOVE RULES APPLY ANY TIME STUDENTS RIDE THE BUS. At times buses may be monitored by on-board security cameras. A student's actions before boarding or after leaving the bus are the responsibility of the student and their parents/guardians. If a problem is not resolved through the bus driver and the parents/guardians, it is then routed in the following steps: Building Administrator~~School Principal~~, Director of Transportation ~~Manager~~, and Superintendent.

Walker and Bike Rider Safety

Students who walk to school are expected to use crosswalks and stay on the sidewalks. Students who ride to school on bikes or scooters are expected to wear helmets while riding. This includes going to or from school and any school-related activities. The school accepts no responsibility if these items are lost, stolen, or damaged, and is not responsible for investigating the loss or damage of these items. The student and parents/guardians accept full responsibility for these items.