



MARGARETTA ELEMENTARY
SCHOOL

STAFF HANDBOOK
2022-2023

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The Margaretta Local School District will deliver an education that supports academic achievement, in a safe environment, that provides the knowledge and skills needed to be college and career ready.

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MARGARETTA LOCAL SCHOOLS
ADMINISTRATIVE STAFF
2022-2023

BOARD OF EDUCATION

Brian Sutorius, President
Paul Schoenegge, Vice President
Josh Hula
Andrew Warner
Angie Tucker

SUPERINTENDENT
305 S Washington, Cast.
419-684-5322

Edward Kurt

TREASURER, PURCHASING AGENT
305 S Washington, Cast.
419-684-5322

Diane Keegan

SPECIAL EDUCATION DIRECTOR

Kathleen Hall

PSYCHOLOGISTS

Kathleen Hall
Abby Dresser

Margaretta High School
419-684-5351

EMIS COORDINATOR

Frances Kramer

MARGARETTA HIGH SCHOOL
Principal
Assistant Principal/Athletic Director
Middle School Principal
209 Lowell St, Castalia
419-684-5351

Dr. Jennifer Theis
Drew Grahl
Steve Keller

MARGARETTA ELEMENTARY SCHOOL
Principal
Assistant Principal
5906 W Bogart Road, Castalia
419-684-5357

Keven Wise
Keith Taylor

**MARGARETTA ELEMENTARY SCHOOL STAFF
2022-2023 Staff and Room Assignments**

Mr. Keven Wise, Principal
Mrs. Bonnie Preston, Secretary

Keith Taylor, Assistant Principal
Miss Pam Solze, Office Paraprofessional

<u>Teaching Staff</u>	<u>Grade</u>	<u>Room</u>
Mrs. Susan Miller	Preschool Teacher	Room 00
Mrs. Karyn Barnette	Preschool Teacher	Room 12
Mrs. Ashley Williams	Kindergarten	Room 8
Mrs. Sarah Lochotzki	Kindergarten	Room 9
Mrs. Shannon Bramel	Kindergarten	Room 10
Miss Kelsey Lotycz	Kindergarten	Room 11
Mrs. Beth Burkett	1 st Grade	Room 2
Mrs. Cheryl Troxel	1 st Grade	Room 3
Ms. Angie Miller	1 st Grade	Room 4
Mrs. Elizabeth Jacoby	2 nd Grade	Room 5
Ms. Mary Anne Mitchell	2 nd Grade	Room 6
Ms. Amy Didion	2 nd Grade	Room 7
Mrs. Sarah Riedy	3 rd Grade	Room 13
Mrs. Katie Kurt	3 rd Grade	Room 14
Mrs. Amy Bogard	3 rd Grade	Room 15
Mrs. Kristy Jensen	3 rd Grade	Room 16
Mrs. Tonya Foos	4 th Grade	Room 17
Mrs. Jessica Temari	4 th Grade	Room 18
Mrs. Jennifer Blevins	4 th Grade	Room 19
Mrs. Kelly Bohn	4 th Grade	Room 20
Mr. Luke Weyer	5 th Grade	Room 22
Mrs. Tami Haynes	5 th Grade	Room 24
Mrs. Kris Gray	5 th Grade	Room 26
Mrs. Carolyn Cook	5 th Grade	Room 28

MARGARETTA ELEMENTARY SCHOOL STAFF 2022-2023

<u>Teaching Staff</u>	<u>Title</u>	<u>Room</u>
Mrs. Erica Grahl	Intervention Specialist	Room 21
Mrs. Lynsey Polley	Intervention Specialist	Room C1
Mrs. Julia Ruck	Intervention Specialist	Room A
Miss Alyssa Fitz	Intervention Specialist	Room 21
Mrs. Megan Olds	Intervention Specialist	Room 21
Mrs. Tela Yetter	Speech Pathologist	Speech Room
Mrs. Christy Protzman	Speech Pathologist	Small Office
Mrs. Ashley Bush	Art	Room 23
Mrs. Jeanine Adams	Music	Room 25
Mrs. Andrea Yaussy	Physical Education	Gym
Mrs. Tranette Novak	Literacy Supervisor	
Mrs. Heather Campana	Literacy Teacher	
Mrs. Teal Balduff	Title I	
Mrs. Dana Belak	Gifted	

Support Staff

Mrs. Heather Wiley	Elementary Counselor
Mr. Mark Freeh	Technology Director
Mrs. Nicole Blair	Special Education Aide
Ms. Donna McGory	Special Education Aide
Ms. Natasha Mccowen	Special Education Aide
Miss Jacqueline Henline	Special Education Aide
Mrs. Connie Todd	Special Education Aide
Mr. Brad Hoffman	Technology Aide
Mrs. Caitlin King	Special Education Aide
Mrs. Anna Taylor	Special Education Aide
Mrs. Sherri Ross	Special Education Aide
	Nurse
Mrs. Marilou Neill	Lead Cook
Mrs. Sherry Volz	Cook
Mrs. Linda Elliott	Cashier
Mr. Tom Barnes	Custodian
Mrs. Kim Bolinger	Custodian
Mrs. Vickie Bluhm	Custodian

PTO OFFICIERS

Kara Missig, President
Kristen Hillary, Vice President and Acting Secretary
Tiffany Fisher, Treasurer
Sara Jackson, Excecutive Committee

The PTO Executive Committee meets on a monthly basis. Parent meetings are held quarterly. The PTO meets at 6 PM in Room 103 (next to the office).

**MARGARETTA ELEMENTARY STAFF
ADDRESSES AND PHONE NUMBERS 2022-2023**

Alphabetical by staff:

Jeanine Adams	Music Teacher	670 CR 312, Bellevue	484-9876
Teal Balduff	Title I	7600 St. Rt. 101, Castalia	271-3692
Tom Barnes	Custodian	4400 Bardshar, Castalia	656-6485
Karyn Barnette	Preschool Teacher	5805 Skadden Rd., Sandusky	217-8481
Dana Belak	Gifted Teacher	5812 Schenk Rd, Sandusky	357-7602
Nicole Blair	Sp Ed Aide	6315 Parker Rd, Castalia	239-9665
Vickie Bluhm	Custodian	611 Gardner St, Apt 3C, Bell	567-228-7634
Jen Blevins	4 th Gr Teacher	1919 Huron Avery Rd, Huron	602-7330
Amy Bogard	3 rd Gr Teacher	1413 E. McGormley Rd, Fremont	355-4309
Kelly Bohn	4 th Gr Teacher	1034 Northwest Rd., Cast	684-1115
Kim Bolinger	Custodian	9002 Rogers Rd, Cast	504-8802
Shannon Bramel	Kdg Teacher	5511 Maple Ave, Cast	357-5927
Ashley Bush	Art Teacher	222 Union St, Bellevue	554-4134
Beth Burkett	1 st Gr Teacher	5859 St. Rt. 101, Clyde	547-2420
Heather Campana	Literacy Teacher	5187 Tomahawk Dr., Norwalk	302-4543
Carolyn Cook	5h Gr Teacher	602 Taylor Rd, Sand	366-3037
Amy Didion	2 nd Gr Teacher	194 Sheffield St., Bellevue	483-5115
Linda Elliott	Cashier	7366 CR 235, Bellevue	271-4723
Alyssa Fitz	Intervention Sp	4512 Columbus Ave, Sandusky	202-9541
Tonya Foos	4 th Gr Teacher	4835 St. Rt. 412, Vickery	547-4645
Erica Grahl	Intervention Sp	8920 St. Rt. 101, POB 241, Cast.	684-7727
Kris Gray	5 th Gr Teacher	6848 CR 249, Vickery	765-7373
Jackie Henline	Sp Ed Aide	813 Colonial Ct, Vermilion	202-6572
Bradley Hoffman	Technology Aide	4416 St Rt 269, Castalia	202-3978
Liz Jacoby	2 nd Gr Teacher	1070 Northwest Rd., Castalia	684-7451
Kristy Jensen	3 rd Gr Teacher	2610 Scheid Rd, Huron	602-1289
Caitlin King	Sp Ed Aide	4106 Maple Ave, Castalia	716-698-9795
Katie Kurt	3 rd Gr Teacher	6725 Ridgewood Dr, Castalia	366-8242
Sarah Lochotzki	Kdg Teacher	112 Newberry Ave., Sand	202-3366
Kelsey Lotycz	Kdg Teacher	725 W Front St, Pemberville 43450	680-4114

**MARGARETTA ELEMENTARY STAFF
ADDRESSES AND PHONE NUMBERS 2022-2023**

Alphabetical by staff:

Natasha McCowan	Sp Ed Aide	267 Gunther St, Bellevue	366-7210
Donna McGory	Sp Ed Aide	4701 Venice Hts. Blvd. #147, Sand	366-6775
Angie Miller	1 st Grade Teacher	6313 Parker Rd, Castalia	656-3234
Susan Miller	Preschool Teacher	101 Townsend Ave., Norwalk	706-0357
Mary Anne Mitchell	2 nd Gr Teacher	615 Alice St, Port Clinton	357-7484
Marilou Neill	Café	5300 Wahl Rd., Vickery	656-7075
Tranette Novak	Literacy Supervisor	1094 W. River Rd., Vermilion	440-396-8968
Megan Olds	Intervention Sp	10519 Harrison Rd, Wakeman	202-1408
Lynsey Polley	Intervention Sp	122 Robert Ave., Bellevue	614-325-2957
Bonnie Preston	Secretary	6720 Susan Dr., Cast	684-9534
Christy Protzman	Speech Pathologist	5006 Venice Rd, Sandusky	
Sarah Riedy	3 rd Gr Teacher	4885 CR 247, Vickery	547-6439
Sheri Ross	Sp Ed Aide	229 St. Thomas Dr., Fremont	680-4691
Julia Ruck	Intervention Sp	2307 St. Rt. 113 E, Milan	681-3200
Pam Solze	Office Aide	2115 Cleveland Rd, Unit B104, H	366-8363
Anna Taylor	Sp Ed Aide	7715 Mason, Sandusky	503-3791
Keith Taylor	Assistant Principal	3310 Limerick Rd, Clyde	463-7999
Jessica Temari	4 th Gr Teacher	24181 Palm Dr., N. Olmstead	440-655-2631
Connie Todd	Sp Ed Aide	131 E Ogontz Tr, Sand	440-225-7534
Cheryl Troxel	1 st Gr Teacher	104 Caswell, Castalia	680-2615
Sherry Volz	Café	6219 Deyo Rd, Cast	684-1003
Luke Weyer	5 th Gr Teacher	6110 Maple Hill Dr. Cast	515-0102
Heather Wiley	Counselor	5502 Sandy Acres Dr, Sand	217-0706
Ashley Williams	Kdg Teacher	3818 W. Bogart Rd, Sand	603-6925
Keven Wise	Principal	4753 St. Rt. 601, Norwalk	577-2822
Andrea Yaussy-Higgins	PE	105 W Washington St, Norwalk	706-9835
Tela Yetter	Speech Pathologist	2232 CR 306, Vickery	656-1439

ANNUAL NOTIFICATION REQUIRED for BUILDINGS CONTAINING ASBESTOS

The Margareta Board of Education retained the services of Martin Brumbaugh, a federally trained and licensed asbestos inspector, to perform a thorough asbestos inspection and to develop a complete management plan which will meet all federal, state and local requirements. The inspection report and management plan was formally accepted by the Board of Education on Oct. 10, 1988 and mailed to the State Department of Health on the same day. A copy of this extensive report is on file in the superintendent's office for public inspection. The plan has been approved by the EPA.

Nearly all of the asbestos in our schools is located in ceiling plaster. Asbestos was encouraged to be used as a fire retardant in much of the construction which took place during the mid to late 1950's and early 1960's. Most of the remaining asbestos will be found in a plaster type coating covering the boilers and some steam pipe lines. A re-inspection to monitor the condition of our asbestos-containing materials will be conducted every six months by a trained member of our staff and every three years by a certified, outside inspector.

The inspector rated all asbestos containing materials on a scale of 1 (lowest) to 7 (highest). Most of the asbestos in our schools was rated as 3 or 4 which means it is in a stable, non-threatening condition, given proper care and maintenance.

DRUG FREE WORKPLACE ANNUAL NOTIFICATION OF COMPLIANCE

Margareta Local Schools comply with the "Drug Free Work Place Act". Also, pursuant to Federal Law 34CFR86.200, the Drug Free Schools Act, an employee found possessing, using, under the influence of, or selling an illicit drug or alcohol on school property shall be subject to discipline which may include termination (ORC 3319.881 and/or ORC 3319.16).

The Drug Free Schools Act and the Drug Free Work Place Act require compliance with the mandatory discipline measures contained therein, as well as, the annual notification to all employees of compliance with the two Federal Acts and the corresponding implications.

NON-DISCRIMINATION

Margaretta Local Schools affirms that no person shall, on the basis of sex (including sexual orientation and trans-gender identity), race, color, national origin, military status, ancestry, age or disability, religion, genetic information or any other legally protected category be excluded from participation in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted under its auspices. This shall extend to employees therein and to admission thereto. Inquiries concerning the application of this policy may be referred to the superintendent the designated coordinator. This policy shall prevail in all Board policies concerning school employees and students. For more information see Policy 3122.

The Board designates Edward Kurt, Superintendent as: Title IX Coordinator and Section 504 Coordinator. Complaints should be referred to Edward Kurt at 305 S. Washington Street, Castalia, Ohio 44824 for Title VI (race, color, and national origin), Title IX (sex), and Section 504 (handicap concerns).

Dissemination Procedure:

All Staff	Handbooks at the beginning of each school year and staff newsletter
Students	Student registration guides, memo to parents via students
General Public	Community newsletter

DISCRIMINATION GRIEVANCE PROCEDURE

For Resolution of Complaints Alleging Discrimination on the basis of Race, Sex, Handicap, Religion, National Origin, or Other Human Difference.

An employee, student, or parent on behalf of the student, who has a complaint and is unable to solve the issue, is to submit the complaint in writing to the compliance officer (Title VI, Title IX, Section 504 Coordinator).

The compliance officer's responsibility is to :

1. investigate (writing one week) the circumstances of the complaint.
2. render a decision within two weeks after receipt of the complaint and notify the complainant of that decision in writing, and
3. provide the complainant one week to react to the decision before it becomes final.

The complainant's responsibilities are to:

1. accept the decision in writing, addressed to the compliance officer, within one week of receiving the written decision, or
2. disagree with the decision in writing, addressed to the compliance officer, within one week of receiving the written decision. In this case, the level two procedures will be initiated.

Level Two

The compliance officer requests the Treasurer to review the complaint. A meeting will be scheduled within one week of the receipt of request for review. The participants shall be the complainant, the compliance officer, and the Treasurer. The Treasurer will make a decision within one week, which shall be final. The complainant and the compliance officer will receive copies of the decision.

A complaint may be withdrawn in writing, addressed to the compliance officer by the complainant at any time.

- () To Principal
- () To Dept. Supervisor
- () To Compliance Officer

LEGAL CONSIDERATIONS

SUPERVISION

Students must be under adult supervision at all times. This supervision must be adequate to identify potential dangerous behavior and enforce the rules and regulations necessary for student protection. The doctrines of “in loco parentis” and “duty of care” apply to school supervision. Under these doctrines, the parents have the right to expect that the teacher will protect their child as well as the teacher would protect his/her own child. This is the standard the judge will apply when determining liability. **Teachers should not leave their classrooms unsupervised.** If you must leave your room, you should send a child to the office, text or use Google hangout and an administrator or their designee will come to relieve you and supervise the room until you can return.

If your child comes with you in the morning and/or stays with you after school, they must remain with you in your classroom.

DUE PROCESS

Basic due process rights are embodied in the fourteenth amendment, which guarantees that no state shall “deprive any person of life, liberty, or property without due process of law.” Due process safeguards apply not only in judicial proceedings but also to acts of governmental agencies such as schools boards. The nature of the procedural due process required is influenced by the individual and governmental interests at stake. The greater the potential loss, the greater the requirement for due process.

Procedural due process is required by law in cases of suspension and expulsion. It is always a good idea to practice procedural due process in all discipline cases. Students should always know of what they are being accused and have the opportunity to respond to the charges. If there is a discrepancy between the accusation and the student’s response, the teacher or administrator should check further by privately interviewing witnesses. Once the teacher or administrator is satisfied they know the “truth”, they may proceed to execute judgment and exact punishment if it is deserved.

PERMANENT RECORDS

Student records are confidential and are protected by the Privacy Act. Only the school staff and the student’s natural parents or legal guardians have access to these records. Parents and guardians have the right to see their child’s records as well as the right to receive copies of those records. The school may charge the actual cost of duplicating the records.

A divorce or change in custody does not change the rights of a natural parent to see their child’s records. A non-residential parent may request and receive a copy of the child’s report card, the permanent record, and the opportunity to hold a teacher conference. Only the residential parent has the right to make educational decisions requested by the school. Step-parents have no rights to records, reports, or conferences unless these rights are conferred on them by the residential parent.

Senate Bill 140 requires that parents inform the school any time the custody of a child changes. Copies of court orders pertaining to a child’s custody must be on file in the child’s permanent record.

Directory information includes students’ and parents’ name, address, phone number, etc. This information is not protected by the Privacy Act and may, by state law, be released. Parents may request the school not release this information. This information should not be released to any profit-making organization. If you have a question about what constitutes directory information, see the principal.

*** Students permanent files are kept on a secure server. Teachers, if you want to add information to the permanent file, please give it to one of the secretaries in the office. We will see that it is added to the Student Information Folder for that child. DATE ALL MATERIALS PLACED IN FOLDERS.

RELIGIOUS ISSUES

Due to the separation of church and state, the school cannot promote religion or a religious point of view. It is illegal to offer prayer in public school classrooms.

It is legal to observe Hanukkah, Christmas, Easter, Halloween and other traditional holidays; however, the religious aspects of specific holidays should be omitted. The normal decorations, activities and observances associated with these holidays are appropriate. It is good to include cultural and ethnic understandings as learning experiences associated with these holidays.

Parents who object to specific curricular content, their child observing specific holidays, or saying the Pledge of Allegiance on religious grounds should notify the teacher. In such cases, these children will be excused from the offending activity and given an alternate assignment or activity in a manner that draws as little attention as possible to the situation. Objecting parents do not have the right to deny the curriculum, activity or observance to other children.

SEXUAL HARASSMENT

Sexual harassment in the workplace violates Title VII of the Civil Rights Act of 1964. All employees and students of the Margareta Local School District have a right to work and learn in an environment free of sexual harassment. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is an explicit or implicit term or condition of an individual's employment or participation in a school related activity.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions or grades affecting this individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's work or school performance, or creating an intimidating, hostile or offensive work or school environment.

Sexual harassment may include, but is not limited to:

1. Sexual flirtations, touching, advances, or propositions
2. Verbal or physical abuse of a sexual nature
3. Graphic or suggestive comments about an individual's dress or body
4. The use of sexually degrading words to describe an individual
5. Sexually explicit or obscene jokes.

Alleged incidents of sexual harassment may include adults and/or students in various scenarios. When an individual believes he/she has been subjected to sexual harassment he/she should immediately report the incident to the appropriate school authority.

No student or employee shall be subject to any adverse actions concerning employment, grades, participation in school activities, etc. as the result of a good faith report of alleged sexual harassment. Nor shall any student or

employee be subject to such adverse actions as the result of his/her good faith participation in any investigation of alleged sexual harassment.

The Board supports the principle of equal opportunity employment and equal educational opportunities. All persons associated with the school system, including, but not limited to the Board, the administration, the staff, and the students are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy.

See Appendix F for more details.

SEARCH AND SEIZURE

Search of a student and his/her possessions may be conducted at any time the student is under the jurisdiction of the Board of Education if there is “reasonable suspicion” that the student is in violation of the law or the school rules. A search may also be conducted to protect the safety of others. All searches may be conducted with or without the student’s consent. All searches will be conducted in a “reasonable manner” following the Board of Education Policy.

The principal should be notified. Whenever possible the search will be conducted by the principal in the presence of the student and a staff member other than the principal. Students may be required to empty pockets, shoes, socks, but be careful of anything else. Do not physically touch or handle the student during the search. The situation MUST be documented.

Students are provided desks, totes, lockers and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is a reasonable suspicion that a student has violated the law or school rules. Anything that is found in the course of a search may be evidence of a violation of school rules or the law may be taken and turned over to the police.

AGGRESSIVE BEHAVIOR TOWARD STUDENTS

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive inter-personal relations between members of the school community. Aggressive behavior toward

a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property and those occurring off school property if the student or employee is at any school sponsored, school approved or school related activity or function, such as field trips or athletic events where students are under the school’s control, or where an employee is engaged in school business.

The entire Board of Education adopted policy on Bullying and Other Forms of Aggressive Behavior Toward Students may be found in section 5517.01 of the Bylaws and Policies of the Margareta Local School District.

HEALTH CONCERNS

The following information is to increase the effectiveness with which student health concerns are treated. Please follow these guidelines when dealing with student health concerns.

You have some band aids. When a child needs one, have the student wash the wound and then apply the band aid. Extra band aids can be requested from the nurse. Ice packs are available if there is visible swelling or bleeding. (Reusable ice packs must be returned to the nurse.)

All medicine will be given in the nurse's office. The proper medical form must accompany all medicine. She will let you know what time it is to be given. Please send the student to the nurse's office at that time so we do not interrupt your class.

If a student has a mild upset stomach or headache have the child sit at his/her desk with head down. Send the student to the nurse's office only if you think they have a fever and/or need to be sent home.

Send for the custodian for any body fluid and/or blood cleanups. If you are involved with students that are bleeding or emitting body fluids, please use gloves and proper cleaning solutions. Clean yourself by using the special antiseptic wash available in the building. Additional gloves, antiseptic wash etc. can be secured from the nurse or the custodian. **DO NOT HAVE OTHER STUDENTS ASSIST WITH ANY BODY FLUID CLEANUPS.**

ACCIDENTS/INJURIES

If a student is injured do only those procedures necessary to maintain breathing and stop bleeding. It is advisable not to move an injured person especially if neck or back injuries or broken bones are suspected. **An accident form must be completed by a staff member who was on duty at the time of the accident and given to the principal. These forms are available in the office and in Google docs.**

Students receiving any kind of bump to the head or other head injury should be sent to the nurse to be checked. Parents should be notified in the case of any bump to the head so they can watch for possible signs of concussion. The nurse/office will attempt to contact parents of students sent to the nurse/office.

Staff Accidents: All personnel must report any personal accident immediately that occurred while on the job. Accident report blanks are available in the principal's office. Worker's Compensation will not be approved by the superintendent's office unless the report is made at once.

HEALTH SCREENINGS

Hearing: All students in the following grades will receive a hearing test administered by the speech therapist and/or school nurse: Kindergarten screening, grades 1, 3, 5, new students to the system and other students at teacher request.

Vision: All students in the following grades will receive a vision test administered the school nurse: Kindergarten screening, 1, 3, 5, new students to the system and other student at teacher request.

Speech: Kindergarten and new (entry level) 1st grade students will receive a speech screening. All other students will be tested following the proper due process referrals by teacher or parent.

This schedule is flexible. Students at all grade levels may receive the hearing and vision screening as time permits.

CHILD ABUSE/NEGLECT

State law requires us to report all suspected cases of child abuse. ANY staff member that has reason to suspect any form of abuse MUST contact the proper Human Services Department to file a report. (Check whether the child resides in Erie (419-626-5437) or Sandusky County (419-334-8708). The principal must also be informed. Make the call in front of a witness (preferably the principal), document the incident, keep a copy of all your documentation and provide a copy of the documentation to the principal. As of March 29, 2009, all elementary staff must be updated on Child Abuse Prevention.

Physical and Behavioral Indicators

Physical: Unexplained bruises and welts on face, lips, mouth, on torso, back, buttocks, thighs in various stages of healing: clustered, forming regular patterns; reflecting shape of article used to inflict (electric cord, belt buckle) on several different surface areas; regularly appear after absence, weekend or vacation.

Unexplained burns: cigar, cigarette burns, especially on soles, palms, back or buttocks, immersion burns (sock-like, glove-like, doughnut shaped on buttocks or genitalia), patterned like electric burner, iron, etc., rope burns on arms, legs, neck or torso.

Unexplained fractures or lacerations and abrasions: to skull, nose, facial structure, in various stages of healing, multiple or spiral fractures or lacerations to mouth, lips, gums, eyes, or external genitalia.

Behavioral: wary of adult contacts, apprehensive when other children cry, behavioral extremes: aggressiveness or withdrawal, frightened of parents, afraid to go home, reports injury by parents.

Physical Neglect

Physical Indicators: consistent hunger, poor hygiene, inappropriate dress, consistent lack of supervision, especially in dangerous activities or long periods, unattended physical problems or medical needs, abandonment.

Behavioral: begging, stealing food, extended stays at school (early arrival and late departure), constant fatigue, listlessness or falling asleep in class, alcohol or drug abuse, delinquency (ex. thefts), states there is no caretaker.

Sexual Abuse

Physical Indicators: difficulty in waking or sitting, torn, stained or bloody underclothing, pain or itching in genital area, bruises or bleeding in external genitalia, vaginal or anal areas, venereal disease, especially in preteens, pregnancy.

Behavioral Indicators: unwilling to change for gym or participate in physical education class, withdrawn, fantasy or infantile behavior, bizarre, sophisticated, or unusual sexual behavior or knowledge, poor peer relationships, delinquent or run away, reports sexual assault by caretaker.

Emotional Maltreatment

Physical Indicators: speech disorders, lags in physical development, failure to thrive.

Behavioral Indicators: habit disorders (sucking, biting, rocking, etc.), conduct disorders (antisocial, destructive, etc.), neurotic traits (sleep disorders, inhibition of play), psychoneurotic reactions (hysteria, obsession, compulsion, phobias, and hypochondria), behavior extremes: compliant, passive, aggressive, demanding, overly adaptive behavior: inappropriately adult, inappropriately infant, developmental lags (mental, emotional), attempted suicide.

MEDICATION POLICY

USE OF MEDICATIONS

The Board of Education shall not be responsible for the diagnosis and treatment of student illness. With the exception of diabetes care covered under Policy 5336, the administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or if the child is disabled and requires medication to benefit from his/her educational program.

For purposes of this policy, "medication" shall include all medicines including those prescribed by a physician and any non-prescribed (over-the-counter) drugs, preparations, and/or remedies. "Treatment" refers both to the manner in which a medication is administered and to health-care procedures which require special training, such as catheterization.

* See Board Policy 5330 Use of Medication

CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS

Students with chronic health conditions will be provided with a free appropriate public education. If their impairment does not require specially designed instruction for them to benefit educationally, they will be eligible for accommodations/modifications/interventions of the regular classroom, curriculum, or activity (i.e. the school setting) so that they have the same access to an education as students without chronic health conditions.

Chronic health conditions, for the purposes of this policy, shall include: "peanut" and other food allergies; allergies; asthma; diabetes; epilepsy; heart condition; genetic disorders; other chronic health conditions.

*See Board Policy 5335 Care of Students with Chronic Health Conditions

CARE OF STUDENTS WITH DIABETES

The Board of Education is committed to ensuring that each student enrolled in the District who has diabetes receives appropriate and needed diabetes care in accordance with an order signed by the student's treating physician.

*See Board Policy 5336

NO SMOKING POLICY

The Board is dedicated to providing a healthy, comfortable, and productive environment for its staff, students, and citizens. It is recognized that smoking can be hazardous to the health and safety of both the smoker and the non-smoker. Smoking is prohibited in all school buildings, school facilities, school vehicles, and on school property.

AUTOMATED EXTERNAL DEFIBRILLATOR

The AED is located in the nurse's room and in the gym. This equipment is for use in cardiac emergencies. Sudden Cardiac Arrest (SCA) is usually caused by an electrical malfunction that makes the heart quiver ineffectively in an abnormal rhythm called ventricular fibrillation. The AED delivers a pulse of electricity that restores the heart's normal rhythm. Time is critical – use within 3 minutes of collapsing provides the best chance for recovery.

STAFF EMERGENCY MEDICAL CONTACTS

Each staff member has the responsibility to update your emergency medical information in Final Forms.

ACADEMIC ISSUES

ACADEMIC PROGRESS REPORTING

Our progress reporting system has been developed to communicate expectations and achievement of each student. Explanations of grade level requirements, pupil behavior and responsibility relating to student ability are given at individual parent-teacher conferences after the first quarter. The report card indicates pupil progress and achievement based on grade level expectations.

Student achievement is reported to parents on a quarterly basis. Follow-up conferences are held throughout the year with parents of students who exhibit deficiencies in academic and/or personal development areas. Interim progress reports are available to all parents on progressbook. If a student appears to be at risk for failure at the interim reporting time, notification will be provided so parents can seek a conference with the teacher to discuss actions to improve the poor grades. Please refer to the calendar included in this handbook for specific dates of progress reporting and scheduled conferences.

Teachers are available for conferences at other times and appreciate the chance to talk to you. The teacher would like to know you as it helps him/her know your child. Please make an appointment prior to such a conference since the teacher has a responsibility to the students during the school day and is often attending meetings before/after school hours.

GRADES

Margaretta Elementary has a standard grading procedure, as well as additional notations that indicate work in progress or incomplete work. Grades indicate the extent to which the student has acquired and demonstrated the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Standards are weighted at 75% and acquisition grades are weighted at 25%. A

minimum of one grade per week should be entered every quarter with 4-5 standard grades. Progressbook should be updated weekly.

The school applies the following grading system:

GRADES 2-5 (Grade 2 and 3 – reading and math only)

A	90-100%	Advanced – superior achievement at grade level
B	80-89%	Proficient – achievement at grade level
C	70-79%	Average – achievement at grade level
D	60-69%	Basic – achievement below grade level
F	00-59%	Fails to meet grade level indicators

Kindergarten and first grade student receive a standards grade card. Blanks indicate area(s) not assessed.

GRADES K-1 All Subjects Grades 2 and 3 (science and social studies)

3	Mastered
2	Progressing
1	Needs improvement

CCSS and State Standards 75%: Please make sure you track them.

Students do not earn a 0%. There should not be a grade in gradebook below 49%.

1. Student who does not do the assignment = 49%.
2. Student who attempts the assignment = 50%
3. Student who tries but performs below the 50% will receive a 50%.
4. Basically: YOU should not have anything lower than a 49% in Progress Book.

Minimum of two interventions are required for any student receiving a grade 75% or below.

Acquisition Grades: Acquisition grades are what the student receives and can be below the 50% threshold in the gradebook. If you have fewer than 10 acquisition grades they cannot be lower than 50%.

Grade Cards: Homeroom teachers are required to leave comments on grade cards for their students.

ACHIEVEMENT TESTING AND ASSESSMENT

Periodic assessment of student progress is done on an ongoing basis in accordance with State standards and District policy. Classroom tests are used to assess student progress and assign grades. These are selected and/or prepared by the teachers to assess how well the students have made progress toward achieving the state standard based performance indicators and benchmarks. These assessments take many forms: paper pencil tests, projects, oral presentations, classroom participation, quizzes, observations, etc.

Achievement and ability indicator assessments are given across all grade levels in the district as is required by state and/or federal mandates and guidelines. Testing dates are announced in newsletters and on district and building calendars. Please plan to have your child in attendance on these days.

If necessary, intelligence tests, speech and language evaluations, individually administered achievement tests, and other special testing services are available to students needing these services. Depending on the type of testing, specific information and parental consent may need to be obtained. Margaretta Local Schools will not violate the rights of consent and privacy of a student participating in any form of evaluation.

STATE MANDATED TESTING

All kindergarten students will be given the KRA (Kindergarten Readiness Assessment Test). This is required by the state to be completed by September 30.

Ohio's State Tests

Math and Language Arts - Grades 3, 4, and 5

Science - Grade 5

English Language Proficiency Assessment for the 21st Century

Assessment designed to assess Limited English Proficiency Students only will be administered annually.

TRAINING

All staff will be required to attend yearly training on test security and test handling procedures.

PROCEDURES FOR STATE MANDATED TESTING

The Ohio Department of Education sets procedures for state testing by law. This law covers all state mandated assessments. The law, Rule 3301-13-05 of the Ohio Administrative Code, requires that "Test Security" must be maintained at all times. This means that, **NO PERSON SHALL DISCUSS, SHARE, RELEASE, CAUSE TO RELEASE OR REPRODUCE ANY SECURE STATE TEST MATERIALS THROUGH ANY MEANS OR MEDIUM ELECTRONIC, PHOTOGRAPHIC, WRITTEN OR ORAL.** The Ohio Revised Code prohibits the disclosure of test questions that would assist a pupil in taking the state tests.

Students, teachers and administrators are all responsible for insuring test security as mandated by state law. All state test questions and materials are considered part of the State Tests and are defined as secure test materials. Building and District Test Coordinators monitor test security procedures. Violations shall be handled as outlined in the district procedures in compliance with the law. For further information contact Mr. Keven Wise, Building Test Coordinator, by calling the Margareta Elementary Office (419-684-5357).

IDENTIFICATION OF CHILDREN WHO ARE GIFTED

Margareta School District identifies students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and performing arts.

This identification system follows the assessment process of Ohio Revised Code 3324.01.07 and the recommended procedures by the Ohio Department of Education's Division of Gifted Education. Please contact Brandi Goodwin if you have questions regarding gifted identification or service. She can be reached at bgoodwin@npesc.org.

STUDENT MISSED CLASS WORK DUE TO VACATION

If a family is planning a vacation during the school year the parents are to contact the principal and request an excused absence at least 5 days prior to departure. An excused absence allows the student to make-up missed work and receive credit for it. The parent is also required to contact the teacher five days prior to vacation.

Because skill development follows a sequential process some of the class work missed during the vacation dates may not be able to be given out prior to leaving. Important assignments will be compiled for the student during vacation. Generally one day of make-up time is given for each day of excused absence.

Use Google Classroom when appropriate.

MISSED WORK DUE TO UNEXCUSED OR UNAUTHORIZED ABSENCES OF SUSPENSION

Makeup work for a student serving an out of school suspension or from an unauthorized absence will be allowed to be made up at a 75% of the earned grade.

THIRD GRADE READING GUARANTEE

Ohio's Third Grade Reading Guarantee is a program to identify students from kindergarten through grade 3 that are behind in reading. Schools will provide help and support to make sure students are on track for reading success by the end of third grade.

In kindergarten through grade three, students will take iReady Reading or iReady Early Lit to determine if they are reading as well as they should be. If a child appears to be falling behind in reading, we will immediately start a reading improvement plan. This plan developed by the school, with parental input, will address each student's unique reading problems. This plan will be monitored to make sure your child's reading is improving.

RECOGNITION OF STUDENT ACHIEVEMENT

Margaretta Schools feel that all children can learn and should be recognized for their achievements. Margaretta Elementary has many programs in place that recognize students for their various accomplishments. Polar Pride Award Assemblies will be conducted in May for all grade levels. In addition to the school-wide programs, each grade level also has planned activities and programs to promote excellence in student achievement

PROMOTION,

ACADEMIC ACCELERATION, PLACEMENT, AND RETENTION

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the Board's intent that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.

Such pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

Promotion:

A student will be promoted to the succeeding grade level when s/he has:

- A. completed the course and State-mandated requirements at the presently assigned grade;
- B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade;
- E. complete ODE approved process, Iowa Acceleration Scale, 3rd Addition.

Academic Acceleration:

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

Any student residing in the District may be referred by a staff member or a parent/guardian to the principal of his/her school for evaluation for possible accelerated placement. Students may refer themselves or a peer through a staff member who has knowledge of the referred child's abilities. Copies of referral forms for evaluation for whole-grade or individual subject acceleration will be available at each school building. The principal of each school (or his/her designee) will solicit referrals of students for evaluation for accelerated placement, and notify all staff s/he supervises of the referral process.

Students referred for accelerated placement will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will occur only at the start of a semester.

Before a student is evaluated for accelerated placement, the principal (or his/her designee) shall obtain written permission from the student's parent/guardian.

Evaluations related to referrals that occur during the school year will ordinarily be completed and a written report issued within forty-five (45) calendar days. Evaluations related to referrals that occur at the end of a school year or during the summer will be completed and a written report issued either or before the end of the school year, if possible, or within forty-five (45) calendar days of the start of the next school year.

Upon referral, the student's principal (or his/her designee) shall convene an acceleration evaluation committee to determine the appropriate learning environment for the referred student. This committee shall include of the following:

- A. a parent/guardian, or a representative designated by that parent/guardian

- B. a gifted education coordinator or gifted intervention specialist, or if neither is available, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted
- C. a principal or assistant principal from the child's current school
- D. a current teacher of the referred student
- E. a teacher at the grade level or course to which the referred student may be accelerated

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will consider the student's own thoughts on possible accelerated placement in its deliberations. In the event that career-technical programs are considered for acceleration, a career-technical educator shall be consulted as a part of the evaluation.

Students considered for whole-grade acceleration will be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

Students considered for individual subject acceleration will be evaluated using a variety of data sources, including measures of achievement based on State academic content standards (in subjects for which the State Board of Education has approved content standards) and consideration of the student's maturity and desire for accelerated placement.

The acceleration evaluation committee shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision.

Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within fourteen (14) calendar days of receiving the appeal. The Superintendent or his/her designee's decision shall be final.

If the student is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan. The parent/guardian shall be provided with a copy of the plan. The plan shall specify:

- A. placement of the student in an accelerated setting;
- B. strategies to support a successful transition to the accelerated setting;
- C. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
- D. an appropriate transition period for accelerated students.

A school staff member will be assigned to oversee implementation of the acceleration plan and to monitor the adjustment of the student to the accelerated setting.

At any time during the transition period, a parent/guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases the principal shall remove the student from the accelerated placement without repercussions.

At any time during the transition period, a parent/guardian may request in writing an alternative accelerated placement. In such cases, the principal shall direct the evaluation committee to consider other accelerative options and to issue a decision within fourteen (14) calendar days of receiving the request. If the student will be placed in a different accelerated setting from that initially recommended, the student's acceleration plan shall be revised accordingly, and a new transition period shall be specified.

At the end of the transition period, the accelerated placement shall become permanent. The student's record shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous through the curriculum.

Retention:

A student may be retained at his/her current grade level when s/he has:

- A. in the opinion of the professional staff, failed to demonstrate proficiency in mathematics and reading and the core subjects of science and social studies;
- B. in the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level;
- C. scored at the **below basic** level on any State-mandated proficiency test.

A student may be placed at the next grade level when retention would no longer benefit the student.

The Superintendent shall develop administrative procedures for promotion, placement, and retention of students that:

- A. require the recommendation of the relevant staff members for promotion, placement, or retention;
- B. require that parents are informed in advance of the possibility of retention of a student at a grade level;
- C. assure that efforts will be made to remediate the student's difficulties before s/he is retained;
- D. require that a student be retained if s/he is truant for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study, unless the principal and the teachers of the failed subjects determine that the student is academically prepared to be promoted;
- E. assign to the principal the **final** responsibility for determining the promotion, placement, or retention of each student;
- F. provide parents the opportunity to request the promotion, placement, or retention of their child;
- G. provide parents the opportunity to appeal the decision about their child's promotion, placement, or retention.

Margaretta Board Policy 5410

PROCEDURES

ATTENDANCE/ABSENCES – STAFF

Staff Day: 7:25-3:00
Office: 7:15-3:15

All teachers MUST be in their rooms at 7:25.

NEED A SUBSTITUTE

ABSENTEE FORMS: We are now using a staff kiosk. No paper forms will be used.

1. **IF** it is for a sick day, for you or family member, you need to call Wixey at 1-877-977-9499 or put it in on line at <https://www.aesoponline.com/>. (When you go to this address, it will direct you to Frontline login.)
2. **IF** you are classroom teacher requesting a professional development day – you need to first discuss it with the principal and call Wixey at 1-877-977-9499 or put it in on line immediately at <https://www.aesoponline.com/>.
3. **IF** you want a personal day, fill out a request at the staff kiosk. You call need to call Wixey at 1-877-977-9499 or put it in on line immediately at <https://www.aesoponline.com/>. You will be informed when your day has been approved.
4. **IF** you got a letter that you have jury duty, fill out the information at the staff kiosk. Call Wixey at 1-877-977-9499 or put it on line at <https://www.aesoponline.com/>. When you serve they will give you check, for a minimal amount. This needs to go to the board office. You cannot keep the money. You are being paid for the day by Margareta.
5. **IF** you decide to cancel a day, call Wixey at 1-877-977-9499.

Please call the school office by 2:00 of the day you are absent to let us know if you are planning to be back to work the following day or whether you will continue to be absent and need a sub.

ATTENDANCE/ABSENCES – STUDENTS

Student Day: 8:00-2:43

Students are NOT counted tardy until after the 8:00 bell rings. Please do not send your vinyl envelope to the office before 8:00 bell rings unless **all** your students are present for the day. This information/notes needs to be in the office by 8:30 a.m. each morning. Lunch count money/sheet goes to Mrs. Elliott's office before 8:30 a.m. *If a student arrives late to your room and you have marked that student absent, please inform the office **immediately**.

When a student is absent, parents are asked to telephone the school office no later than 8:00 AM. The office staff will attempt to call the parents who have not notified the school of their child's absence. **If you have**

received a note or email *prior* to a student absence, please either forward the email to psolze@margarettaschooldistrict.com or send the note to the office when you receive it. This is **MOST important**. Initial all parent notes when sending them to the office and be sure the child's first and last name is on the note.

We are asking parents to send in **TWO** absence notes – one for you – one for the office.

Upon returning to school the student must have a signed note from the parent stating the number of days absent and the reason for the absence. (See the student handbook for additional information on student attendance.)

EARLY DISMISSALS – STUDENTS

Any student leaving school during the day or being dismissed early must be signed out in the office. The student will be called to the office to meet the parent. Please do not release students to parents or other unknown persons who might come to your room. Direct them to the office to follow the proper sign out procedure. If students return during school hours, they are expected to report to the office before going back to the classroom. Ask the student – send them to the office if they tell you they have not checked back in.

ATTENDANCE REGULATIONS

The compulsory attendance laws of Ohio, along with the House Bill 410, hold parents responsible for their child's attendance.

House Bill 410:

Effective beginning with the 2017-2018 school year, the board of education of each city, exempted village, local, joint vocational, and cooperative education school district and the governing board of each educational service center **shall adopt a new or amended** policy to guide employees of the school district or service center in addressing and ameliorating student absences.

House Bill 410 Definitions

Habitual Truancy:

- Absent 30 or more **consecutive** hours without a legitimate excuse.
- Absent 42 or more hours in **one month** without a legitimate excuse.
- Absent 72 or more hours in **one schoolyear** without a legitimate excuse.

Excessive Absences:

- Absent 38 or more hours in **one month** with or without a legitimate excuse.
- Absent 65 or more hours in **one schoolyear** with or without a legitimate excuse.

Chronic Absenteeism:

- Absent 10 percent of the **school year** for any reason.

	Consecutive Hours	Hours per Month	Hours per school-year
Habitual Truancy	30 <i>without</i> Legitimate excuse	42 <i>without</i> legitimate excuse	72 <i>without</i> legitimate excuse
Excessive Absences	---	38 <i>with or without</i> legitimate excuse	65 <i>with or without</i> legitimate excuse
Chronic Absenteeism	---	---	10% or 92 <i>with or</i> <i>without</i> legitimate excuse

Absence Intervention Team

State law requires districts an Absence Intervention team for students who are habitually truant. The school-based absence intervention team will establish a student-centered absence intervention plan by identifying specific barriers and solutions to attendance problems.

Membership of each team should vary based on the needs of each individual student, but each team must include:

1. A representative from the school or district
2. Another representative from the school or district who has a relationship with the child.
3. The child's parent (or parent's designee) or the child's guardian, custodian, guardian ad litem or temporary custodian.

The Absence Intervention Team may also include:

1. School psychologist, counselor, or social worker.
2. Representatives from a public or non-profit agency.
3. A case worker from Children Services if there is an open case or if the child is in foster care.

EMERGENCY CLOSINGS AND DELAY DAYS

In the event that the Margareta Schools close, dismiss early, or experience a delay in opening time due to weather or other emergencies, you will receive a "One Call". All our families will receive a phone call telling them of the situation. More details regarding this "One Call" program are on Margareta's website.

If you change your phone number, please be sure to give the new number to the school office/nurse/final forms.

ASSEMBLIES

Teachers are to accompany their classes to the gym or other designated area for assemblies. Teachers are to remain with and supervise their classes unless other arrangements have been made with the principal. Please review expected standards for assembly behavior with students. They are to be courteous to performers, special guests, and the other students. Whistling, booing, stomping, and other rude expressions are unacceptable. Staff members are expected to show the same courtesy and attention during the programs as are the students. Please avoid grading of papers etc. during this time as this does not present a favorable impression to our guests or our students. No cell phone use during this time.

If the assembly is during a teacher's regularly scheduled planning time, the special teacher who has the class for that time period will accompany the class. If the assembly overlaps class times, the regular teacher should report to the assembly to assume charge of their class at the end of their planning time.

RUNNING PERSONAL ERRANDS

NO student is to run personal errands for staff members: no taking lunch trays to the cafeteria, no getting coffee, no getting beverages from pop machine, no checking your mailboxes, etc.

MAILBOXES

Each staff member has a mailbox in the office. The principal and assistant principal's mailboxes are in the office by their doors. **Please make sure to check your mailbox at least twice a day.** Students should NOT be sent to get a teacher's mail. There may be phone messages or other types of confidential mail that should not be in the hands of students.

EMAIL/GOOGLE HANGOUTS/TEXTS

It is mandatory that you check your school email often. Check it before school, during planning and at end of day. This is the quickest way for the administration to get information to you. Everyone has a “Google Hangout” account. This is also a way to communicate at school. You may also want to text one of the principals.

PHONE USES

Neither students nor teachers will be called to the telephone during class time unless the call is urgent. A phone message will be placed in the staff member’s mailbox. Personal calls should be made before or after school hours—with the exception of urgent or emergency calls.

Cell phone usage is restricted to before school, lunch, planning and after school for staff.

Students should not be sent to use the phone unless it is an emergency. They are not permitted to call home for forgotten work or other items. If it is necessary for a student to use the phone, please send that student to the office with a pass.

To make a call on the school phones you need to dial “8” then area code then the number.

CUSTODIAL SERVICES

A clean orderly classroom is important in providing a good learning environment. For the past several years the night custodians have put out a daily cleaning schedule. As our cleaning services are somewhat limited, it is not possible to sweep and clean every classroom every night. Please do what you can to help out. Rooms should be left in an orderly fashion at the end of the day. Please take time to have students pick up paper, books, pencils and all other sorts of trash from the floor and around the room. Also have students place their chairs on top of the desks or tables on sweep night so as not to impede sweeping and other cleaning that might be done.
SWEEP NIGHTS: Mon/Wed – the 3-5 hall, on Tues/Thurs – the PreK-2nd halls.

When eating or doing special projects in the classrooms—glitter, clay, gluing, painting, cooking, etc. - please take the necessary precautions to protect the carpet and furniture. Many things are difficult if not impossible to clean out of the carpet. It is not the job of the custodian to have to clean up these extra messes.

EQUIPMENT

Any equipment or supplies (textbooks, manuals, classroom materials, bulletin board items, computers, smart boards, file cabinets, desks, shelves, etc.) purchased by school money is the property of the school and may be reassigned. Teachers leaving the grade level or retiring are to leave everything except personal property for the use of the teacher that will replace them.

It is expected that any equipment, including computers, will be kept clean and that students will be instructed regarding its proper use. Due to the possibility of accidents, students should not be permitted to move equipment.

CAMERAS

Surveillance cameras are in use to promote and foster a safe and secure learning and teaching environment for students and staff and to ensure public safety for community members who visit or use our school property and diminish the potential for personal and district loss or destruction of property.

MAINTENANCE REQUESTS

A request for maintenance of your classroom or of broken or damaged equipment is to be submitted in writing on a maintenance request form available in the office. Be sure to clearly define the nature of the problem being experienced and give to the principal for final submission.

TECHNOLOGY REPAIR

If technology repair work is needed in your classroom, please add it to the tech help sheet. If the issue is an emergency, see Mr. Wise.

WORKROOM/LUNCH ROOM

Rule #1 is in effect at all times: **PLEASE CLEAN UP AFTER YOURSELF.**

A number of people use this room for various purposes throughout the course of a day. Demonstrate some pride and please do what you can to help keep it neat and orderly. (We have no maid service here.) If you spill something or food splatters in the microwave, wipe it up. If you store things in the refrigerator, make sure you clean it out at least weekly.

Supplies are there for everyone to use. Please do not remove the tape dispensers, scissors, staples, etc. If you need additional supplies for your room, secure them in the office.

None of the dye cut machines or the dyes should leave the workroom. Please be extremely careful with the sponge pads on the dyes. Student use has been hard on them and many are pulled loose from the wood.

Rule #2: **Please try to keep conversations professional.** Be careful and thoughtful about what is said. There are often other co-workers, guests, substitutes etc. in that room while staff members are talking. We do not want our workroom/lunchroom to have the negative reputation that so many of these places have earned.

Also watch conversations in the halls, office, etc. You never know when students or others may be hearing what is being said.

FORMS

Every form you may need is available on our website.

DISCIPLINE

Discipline and orderly classroom conduct is primarily the responsibility of the teacher. The emphasis should be on prevention rather than on correction. If it is necessary to discipline a student, be sure the punishment is equivalent to the infraction. Do not punish out of anger. Remain calm but act firmly and fairly. Students are not to interfere with the work or safety of others. They must learn that they are responsible for making their own choices and they will have to take responsibility for their actions.

Each grade level is responsible for setting up their discipline process. See Appendix B for plans. The discipline plans should be posted in the classrooms. Each teacher is to carry out that process consistently with the students. It is essential that teachers keep good documentation (dates, times, notes etc.) on students who are experiencing problems. This evidence may be important in assigning more severe consequences or when seeking additional help for the student. Legal challenges also cannot be adequately defended without good documentation. Keep the principal informed of all chronic and serious discipline problems.

***For specific information and further details, please refer to the code of conduct contained in the Elementary Parent Handbook.

HOMEWORK GUIDELINES

Margaretta Schools recognize the need and educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program. Also recognized are the many demands placed upon a student's time for family affairs, work, and recreation. Homework assignments should be made that are meaningful to the objectives under study, are based upon the student's ability, grade level, and maturity and that can be accomplished by the student in a reasonable time beyond the school day.

1. Make assignments purposeful.
2. Keep homework relevant to the students' needs and to the class.
3. Base the number, frequency, and degree of difficulty for homework assignments on the ability and needs of the students. Provide clear instructions. Post assignment in room along with verbal reminder. Post or make assignments available to parents.

* Be available to assist students with assignments and provide resources.

* Hold students accountable for completing assignments, while at the same time considering individual circumstances.

* Provide appropriate feedback.

* Contact parents when the student does not complete assignments.

Incomplete homework should not be reflected in the student's grade. Homework is basically extension and practice.

Nightly homework per grade level should be approximately: Kdg – 10-15 minutes, 1st grade – 10-20 minutes, 2nd grade – 20-30 minutes, 3rd grade – 30 minutes, 4th grade – 30-45 minutes, and 5th grade – 30-45 minutes. If you find that your child is repeatedly spending more than the time indicated, please contact his/her teacher.

APPLIANCES

Appliances, such as coffee pots, hot plates, microwaves etc. should not be used in classrooms in order for us to be in compliance with fire code restrictions. We must insure the health and safety of students and staff. Workrooms, along with additional non-classroom locations have been made available for staff personal use during non-teaching times.

PROFESSIONAL DEVELOPMENT FUND

Tuition reimbursement is available for some post graduate work completed by teachers. An application form for reimbursement must be completed and approved **BEFORE** classes begin. *See your master agreement for complete details.

DISMISSAL PROCEDURES

When all buses have arrived an announcement will be made. At that time classrooms should dismiss one at a time. Exit the building as quickly as possible.

Teachers are not to hold students after school for discipline reasons because buses must keep to their schedules. A teacher may hold an individual student if prior arrangements are made with the child's parent. Please inform the office if any students are staying after 3:40.

Do not allow a student to stay because they tell you their parent is picking them up. If we do not have a note in the office or a phone call from the parent before dismissal time, that child is to get on the bus as usual.

LESSON PLANS

Careful planning is a prerequisite to good teaching. Lesson plans should be placed in a visual area on your desk for administrative review. Plans should reference state indicators being taught. They may give procedural detail or reference appropriate information contained in the unit plan.

COMMON PLANNING TIME

Each grade level has a common planning time daily. At LEAST one day per week shall be designated to collaborate with colleagues within each grade.

PROGRESSBOOK GRADE SHEETS

ProgressBook grade records are basically the proof of a grade. To fairly evaluate a student and be able to completely answer questions concerning progress, several grades are necessary. They should be dated and instructional reference to the activity being evaluated.

Grades must be complete and submitted by the designated date each quarter. ProgressBook grade sheets are considered a legal record.

SUBSTITUTE FOLDERS

Each teacher must maintain some type of substitute information folder or packet. The folder must be placed in a visible location. In addition to the unit and lesson plans the following items should be available for a sub: current seating charts, daily schedule, emergency procedures, any duties required, a list of dependable students, any special student health concerns, special behavior problems, and any other information that you would consider pertinent for a sub in your room.

Some teachers also prefer to develop a special weekly set of substitute lesson plans. These daily plans could be used if the sub for some reason could not carry out the regularly scheduled lesson.

GRADE LEVEL NEWSLETTERS

All grades should send a newsletter home bi-weekly. The newsletter should include upcoming events and units being covered in core classes. A copy of the newsletter should also be submitted to the office.

INTERIM REPORTS

Interim reports are designed to keep staff, students and parents aware of student progress. Updated interim progress reports need to be available to all parents. If a student is at risk of failure an interim notification will be provided to parents to discuss actions to improve poor grades.

GRADECARDS

Grade cards are sent home four times each school year. Parents will receive first quarter grade cards at parent teacher conferences. Second and third grading period grade cards are sent home with the students one week following the close of a nine week period. The last grade card of the year is sent home with pupils on the last day of school. Please refer to the school calendar for the year for the end of each grading period. Grades MUST be completed and submitted to the office by the designated calendar dates for each quarter.

QUALIFICATIONS FOR POLAR CUBS

Qualifications for Polar Cubs is as follows:

All A's and B's in subject areas and no lower than a 2 in the special area grades.

Grades K-2: no lower than a 2 in any subject area.

Teachers are responsible for completing quarterly Polar Cub award certificates. Awards will be handed out during the end of the year award ceremony.

SUNSHINE GUIDELINES

The Sunshine Fund is to provide monies to purchase gifts, flowers and refreshments to mark special occasions for our staff members. The following guidelines have been established for use of the Sunshine Fund. Sunshine occasions can be held before or after school or at other special staff functions.

1. The grade level that contains the staff member to be honored (1st baby, 1st wedding; retirement) shall be responsible for gift ideas, setting the time and date, decorating and buying the refreshments. Non-grade level employees' celebrations shall be hosted by others in their classification and/or Sunshine Chairperson and volunteers. The faculty fund will provide \$50 towards the party products with all costs above that to be paid by the grade level / those hosting. Receipts must be turned into the Sunshine Chairperson. Sunshine will not be buying staff gifts except for retirement celebrations.
2. Sunshine Chairperson and/or designee will purchase gifts for retirement celebrations in the amount of \$50.00. So a total of \$100 will be spent from the Sunshine Fund per retirement occasion. If the retiree does not want to have a party the entire sum will be spent on gift(s).
3. In the event of a death of a staff members' immediate family (children, parents & in-laws) or a student attending our building \$50.00 will be spent on flowers and/or books for the library to be decided at the time of the occurrence.

** The school guidance counselor will be responsible for purchasing materials for healing blankets for students in need. Receipts will be sent to the principal for reimbursement from the building fund.

Margaretta Local School District Bylaws & Policies

5830 - STUDENT FUND-RAISING

The Board of Education acknowledges that the solicitation of funds from students by students must be limited since compulsory attendance laws make the student a captive donor and since such solicitation may disrupt the program of the schools.

For purposes of this policy "student fund-raising" shall include student solicitation and collection of money for any purpose including collection of money in exchange for tickets, papers, or any other goods or services. "Student fund-raising" also includes giving away goods or services, but suggesting a monetary donation.

The Board will permit student fund-raising in school, on school property, or at any school-sponsored event only when the profit therefrom is to be used for school purposes or for an activity connected with the schools.

Student fund-raising by approved school organizations, whose funds are managed by the Treasurer, may be permitted in school by the Principal. For any fund-raisers, including those operated by student clubs and organizations, parent groups, or boosters clubs, that involve the sale of food items and/or beverages to students that will be consumed on the school campus (any area of property under the jurisdiction of the school that is accessible to students during the school day) during the school day (the period from the midnight before, to thirty (30) minutes after the end of the official school day), the food items and/or beverages to be sold shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards, and also be consistent with requirements set forth in Policy [8550](#), Competitive Foods.

Student fund-raising by approved school organizations off school grounds may be permitted under administrative guidelines of the Superintendent.

Use of the name, logo, or any assets of the District, including but not limited to facilities, technology, or communication networks, is prohibited without the specific permission of the Superintendent.

Fund-raising by students on behalf of school-related organizations whose funds are not managed by the Treasurer may be permitted on school grounds in accordance with the Superintendent's administrative guidelines.

These administrative guidelines should:

- A. specify the times and places in which funds may be collected;
- B. describe permitted methods of solicitation which do not place undue pressure on students;
- C. limit the kind and amount of advertising for solicitation.

Advisors for approved school organizations shall not accept any form of compensation from vendors that might influence their selection of a vendor that will provide a fund-raising activity or a product that will be sold as a fund-raiser. Furthermore, advisors for approved school organizations shall not accept any compensation from a vendor after a decision has been made regarding a fund-raising activity or a product that will be sold as a fund-raiser. In addition, advisors for approved school organizations who make the selection of a vendor that will provide a fund-raising activity or a product that will be sold as a fund-raiser shall not enter into a contractual arrangement whereby an advisor receives compensation in any form from the vendor that provides a fund-raising activity or a product that will be sold as a fund-raiser.

Such compensation includes, but is not limited to, cash, checks, stocks, or any other form of securities, and gifts such as televisions, microwave ovens, computers, discount certificates, travel vouchers, tickets, passes, and other such things of value. In the event that an advisor of an approved school organization receives such compensation, albeit unsolicited, from a vendor, the individual shall notify the Treasurer, in writing, that s/he received such compensation and shall thereafter properly transmit said compensation to the Treasurer at his/her earliest opportunity.

The Superintendent shall distribute this policy, and the guidelines which implement it, to each student organization granted permission to solicit funds.

R.C. 1716.02, 1716.03, 3313.811, Auditor of State Bulletin 2000-0067 C.F.R. Parts 210 and 220

Revised 1/9/01
Revised 12/15/14
Revised 7/17/17

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Field Trip Checklist

1. Check the school calendar for conflicts before setting the date for your trip.
2. Make arrangements with destination.
3. Complete Transportation Form listing ALL stops (i.e. lunch) at least **30 school days** prior to reserve transportation needed and give to Mr. Wise. He will fill out the google form. Also, email the bus supervisor, to make them aware of the trip and that the form is headed their way.

After permission is granted for Field Trip:

1. Fill out field trip parent permission form and submit one copy to main office prior to distributing to students. YOU keep the permission forms when they are returned.
2. Calculate cost for each student and discuss payment with your team. IF a check is required, complete a requisition **10 school days** in advance of the trip.
You must get a receipt for the payment from the destination.
3. Email the cafeteria supervisor, 10 school days prior, to let her know that your grade level will not be here for lunch. Also, let our cafeteria staff know.
4. All chaperones must have FBI/BCI check on file. Ask your chaperones to contact the board office regarding getting this done. This process may take up to two weeks to complete.
5. Make sure you have access of the Emergency Medical Forms on Final Forms for all students attending the trip.
6. Review with the nurse what medications are required for the specific students taking the trip.

PLAN AHEAD! If steps are not followed, you are risking the field trip being cancelled.

PURCHASE REQUEST INSTRUCTIONS

Contact Mr. Wise for information regarding this process or your unit leader. Unit letters are responsible for all requests from their grade level.

BUDGETING PROCESS

Unit Coordinators are responsible for compiling the grade level budgets. Special area teachers are responsible for their budgets. These must be submitted on the computerized form, available in Google sheets.

Curriculum study representatives at each grade are responsible for seeing that textbook requests pertaining to the Course of Study revision are on the budget. Our curriculum coordinator secures samples of new materials for preview when new texts are to be purchased. It is not the curriculum coordinator's responsibility to make budget requests for new materials.

SAFETY PLAN

See the Margareta Safety Plan for procedures in all crisis situations.

LUNCHROOM PROCEDURES

Students line up in a single line on the outside wall of the cafeteria. Students should first get milk, silverware, one straw and one napkin before getting their lunch tray. (Stress the importance of not taking a handful of straws and napkins.) Students are to sit in the order according to how they are in line. No student is to leave his/her seat until dismissed by someone in charge. If the student has forgotten something, he/she is to raise their hand and someone will go to assist.

Before returning the tray, each student is asked to check and see that they have picked up their straw paper, napkin, and silverware. Crumbs are to be brushed up. Make sure silverware is not thrown away. Please review PBIS lunchroom procedures with your students quarterly.

LUNCH FEES/CHARGES

All student lunch money should be forwarded to cafeteria daily. Lunch charges are handled within the food service department. If charge slips are in teacher mailbox it is imperative to send home with student on the same day.

PLAYGROUND REGULATIONS

Please discuss PBIS playground and inside recess procedures with the students quarterly. Stress the fact that observance of these procedures will result in fewer accidents.

See PBIS lessons for recess, inside classroom recess and inside gym recess in Appendix A.

Safety Procedures for Playground Activities

The following playground procedures are to be followed without exception.

- a. FOLLOW DIRECTIONS and specific instructions of playground supervisors at all times.
- b. SWINGS: Sit properly on the swings. One person per swing. Swing back and forth only. No jumping from the swings. Keep clear distance from the swings when not playing on them.
- c. Take turns on all equipment. If a group is on a diamond or playing field no one can disturb that game until the first group's recess is over.
- d. No fighting, teasing or "horseplay".
- e. No tackle games of any type. No tag games permitted including on the equipment. No body contact of any type.

- f. Students are NOT to get balls or equipment that goes over the fence.
- g. ONE WAY TRAFFIC only on Climbing Towers, Tunnel, Balance Beams, Climbing.
ALL SLIDES: Students are to come down the slides **one at a time feet first sitting on their bottoms**. No jumping from the slide allowed. **Wait** for the person ahead of you **to get out of the way before coming down**. **No swinging from the bar** on the slide.
- i. Only “soft” balls may be used on the playground.
- j. No throwing of any objects such as ice, snow, sticks, stones, etc. Only approved playground balls may be thrown within equipment guidelines. Do not throw balls toward the building windows or against the walls.
- k. All other rules under the “Guidelines for Success: Rules Governing Conduct” apply to the playground.
 - l. Stay off of ice. Sliding on the ice or playing on snow piles is not permitted.
- m. Students are to line up as soon as the bell rings. They will enter the building only with permission of the playground supervisor or teacher.
- n. Use all equipment safely in the manner for which it was designed.
- o. No sharp items - scissors, pencils, knives, tools etc. are permitted.
- p. No eating on the playground.

Supervision

The area of play is directly behind the building. Students should not loiter coming out from the cafeteria nor play or congregate on the sides of the building. The school will provide the play equipment for recess use. Students are not to bring in any balls, remote control cars, roller blades, skateboards, etc.

***It is very important for crowd control that teachers are prompt in picking up their class from recess. Lack of extra personnel on the playground makes it necessary for groups to be picked up on time as there is another group coming out when one is lined up to go in. This is even more necessary when recess is held in the gym. If possible, a teacher would be a welcomed sight a minute early on inside days.

Staff members should be on the playground during their entire period. You can be held responsible for accidents which occur when you are not present. No group should be discharged to the playground before their regular recess period unless accompanied by a staff member.

If an accident (on the playground or inside the building) should occur, the staff member present should fill out an accident report form. These forms are available in the file above the mailboxes.

If a behavior incident occurs, the staff member on duty completes an incident report and hands it to the classroom teacher at pick-up.

NOTIFY THE OFFICE IMMEDIATELY IF AN UNAUTHORIZED PERSON IS OUT ON THE PLAYGROUND. (Send a student in to report this, please.)



Positive Behavior Intervention and Support (PBIS)

Standards for the implementation of positive behavior intervention support and the use of restraint and seclusion were adopted by the State Board of Education on April 8, 2013 per ORC 3301.35.15. Margareta Elementary has a PBIS team which developed a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors, and teach appropriate behaviors to students.

Students will meet the building-wide expectations of “BEARS”.

Bears

Be responsible

BEars

Engage in kind and honest behavior

BeArs

Always be safe

BeaRs

Respect self and others

BearS

Succeed everyday

APPENDIX A

1. Margareta “paws” itive Behavior Matrix
2. Margareta “paws” itive Noise Level
3. Margareta “paws” itive Hallway Procedures
4. Margareta “paws” itive Cafeteria Procedures
5. Margareta “paws” itive Indoor Classroom Recess
6. Margareta “paws” itive Recess Procedures
7. Margareta “paws” itive Indoor Gym Recess
8. Margareta “paws” itive Locker Use
9. Margareta “paws” itive Kindergarten-2 Bookbag

Margaretta "Paws"-itive Behavior Matrix

	Cafeteria	Hallway	Playground
Be Responsible	<ul style="list-style-type: none"> *be aware of food allergy areas & individuals *make healthy choices for a good day 	<ul style="list-style-type: none"> *face forward in line *walk safely *use a whisper voice when waiting in hallway 	<ul style="list-style-type: none"> *bring equipment inside *report bullying *dress for weather *agree on game rules
Be Kind	<ul style="list-style-type: none"> *talk to neighbors *participate in positive talk 	<ul style="list-style-type: none"> *be polite and courteous to all visitors, school staff, and students 	<ul style="list-style-type: none"> *include others *be a friend *play with new friends *No bullying whatsoever
Be Honest	<ul style="list-style-type: none"> *say only truthful things *only eat the food given to you 	<ul style="list-style-type: none"> *go directly to your destination 	<ul style="list-style-type: none"> *play fairly *report the truth *take turns *follow group rules
Be Safe	<ul style="list-style-type: none"> *carry tray with both hands *remain seated * always walk 	<ul style="list-style-type: none"> *keep hands, feet, and objects to self *always stay to the right 	<ul style="list-style-type: none"> *stay in correct areas *use equipment properly *report injuries or issue immediately to adult
Be Respectful	<ul style="list-style-type: none"> *use manners *use inside voice *wait quietly to be dismissed 	<ul style="list-style-type: none"> *silent when moving "WALKING NO TALKING" *keep hands by side and do not jump at hall objects 	<ul style="list-style-type: none"> *line up IMMEDIATELY when you hear bell or whistle *share equipment



"PAWS"-itive NOISE LEVEL Introductory Lesson



Sept. 1, 2015

Lesson Objective: Students will recognize and be able to identify the appropriate noise levels allowed according to the new noise level chart being implemented in all classrooms and throughout the school

Time: 10 minutes (leave 5 min for switching groups)

Materials: noise level charts, group task cards

Procedure:

- 1) Leader will explain why we are using this new system and show example of new chart and how it will be used.
*expectations: level 1; finger on lips means silent anywhere in building!
all other levels implemented as situation fits
- 2) Leader will select 5 groups of 3 students. Each group will secretly be given a group task card that will have an activity to perform demonstrating a particular allowed noise level.
- 3) Randomly choose a group to give a 10 second demonstration of their assigned task and noise level. Have students from audience guess what noise level it was and discuss how they knew.
- 4) Continue in same way until all groups have had a turn.

Closure: Ask for any questions/clarifications. Encourage classes to practice in their own rooms!

Your group will be demonstrating:

Level 1: Silent Level

Select an activity to act out for the group that would require this level of noise. DO NOT say the level! Some ideas might include: taking a test, walking in the hall, listening while a teacher is talking, etc.



Your group will be demonstrating:

Level 2: Whisper Level

Select an activity to act out for the group that would require this level of noise. DO NOT say the level! Some ideas might include: working with a partner, giving another student directions, waiting in line to go into specials, etc.



Your group will be demonstrating:

Level 3: Group Level

Select an activity to act out for the group that would require this level of noise. DO NOT say the level! Some ideas might include: reading group, working on a project, doing a table activity, etc.



Your group will be demonstrating:

Level 4: Presenter Level

Select an activity to act out for the group that would require this level of noise. DO NOT say the level! Some ideas might include: giving a report to the class, asking a question for whole class to hear, being the reporter for a group, etc.



Your group will be demonstrating:

Level 5: Outside Level

Select an activity to act out for the group that would require this level of noise. DO NOT say the level! Some ideas might include: playing a game on playground, jump roping, playing tag, playing basketball, etc.





“PAWS”-itive Hallway

Procedures

Revised 6-10-16

Definition of Hallway:

All spaces between classrooms, gym, offices, restrooms, and cafeteria.

Expectations:

- *Walk silently in a straight line with teacher in the hallways. Level 1 voice. *"Walking, no Talking" rule applies.
- *Keep hands, feet and objects to yourself while walking.
- *Eyes forward while walking in the hallway.
- *If you are waiting in the hallway for the rest of your class, you may use only up to a Level 2 voice. Whispers **ONLY**.
- *These behaviors need to be exhibited:
 - * in line with the class
 - *with a buddy in the hallway
 - *independently in the hallway

Rationale:

- *Walking quietly shows "Respect for Others" and their learning.
- *Speaking quietly and courteously to friends and guests in the hallway shows "Kindness towards Others".
- *Walking forward with eyes forward, right behind the person in front of you is "Being Safe". You are also "Being Safe" when staying on the correct side of the hall.
- *Walking quietly so others can learn is "Creating Success"

Teach Procedures:

- *Getting in line in a room **before** going out into hallway.
 - *eyes forward
 - *voices silent
 - *hands at side and remember hallway art is for eyes to view only.
 - *feet ready to walk and on floor at all times.
 - * leave personal space in front and behind you.
- *Walking, **NO** Talking while **moving** through hallways (#1 on Voice Level Chart).
- *Remember to walk only on right side of hallway staying behind person in front of you.

- *Whisper While Waiting (#2 on Voice Level Chart)
- *Finger to lips for no talking signal (whispering stops) before beginning to move through hallway again.
- ***School-Wide Signal:** Quiet sign - 1 finger to lips to remind there is to be no talking while walking.
- *During bus dismissal at end of day there will be two lanes to exit building.

ROLE OF ADULTS IN MAINTAINING THIS GOAL:

As adults, it is important to be consistent, positive role models for our children:

- *If inappropriate behaviors are observed, adults should use proximity and eye contact while modeling appropriate behavior to students (gesturing to put arms at side, etc...).
- *Adults follow the **"walking, no talking"** procedures and **"whisper while waiting"** procedure.
- *We can teach the children to utilize these appropriate behaviors with modeling, modeling, modeling.
- *Adults can utilize "teacher voice" in the event of drills or giving other urgent directives.
- *Please help the children understand and successfully demonstrating hallway behavior by being "ready to move" before taking your class out into the hallway.
- *Remember, if a noisy or disruptive class is observed by the adult in charge, they need to have more practice at exhibiting appropriate behavior.
- ***ALL** adults in the building share in the responsibility of maintaining hallway behavior that promotes the learning of other students at all times.
- *Please understand that this will take teaching new and unlearning some pre-existing "norms". It is okay to teach, reteach and practice, practice, practice our "new norm". Reteach and reinforce for as long as it is needed until students can consistently exhibit expected behaviors.



“PAWS”-itive Cafeteria Procedures

Revised 6-10-16

Definition of Cafeteria:

Area where students gather to eat breakfast/lunch.

Expectations:

- *Arrive in cafeteria in an orderly manner
- *Enjoy your lunch/breakfast with a voice level of 1,2or3 and using kind and respectful manners
- *Exiting the cafeteria in a calm and respectful manner to not interrupt classrooms in session

Rationale:

- *To eat lunch in a safe and pleasant environment
- *To be respectful to students learning in classrooms near the cafeteria
- * To avoid referrals to the office

Teach Signal:

*Stop light procedures When red move to level 1 voice, yellow level 1,2, green level 2,3

Teach Procedures:

1. Packers enter the cafeteria using the back door and proceed to your seat.
2. Buyers will stand in the hallway facing forward, using a 1 or 2 voice level
3. Remember only 2 students at the register desk
4. Enter your fingerprint
5. Pick your drink and Select your food quickly
6. Use your manners (say "please", "thank you" and "excuse me")
7. Walk to table holding your lunch with two hands
8. Sit on your bottom with 4 people on each bench
9. Keep your hand and feet to yourself
10. Eat your own food
11. Talk only to students at your table using a 2 or 3 voice level

12. When finished eating, clean up your table and floor and wait for adult to release your table.
13. Proceed to outside stoplight wall and walk to front of cafeteria and hand tray to custodian place silverware in bucket and stack tray.
14. exit cafeteria along the mat wall and proceed using a level 1 voice through the hallway along the right side and exit to playground
15. Each grade will receive daily either a red green check on chart in cafeteria, green for appropriate behavior and red for improvement needed. Principal will announce weekly the winning grade(s) that will receive recognition over the announcements and a badge on the school trophy.

Teach Procedures:

Role-Play Appropriate Behavior:

*Utilize a group of 4 students to demonstrate waiting in line and moving through the lunch line appropriately and sitting down in the cafeteria.

Role-Play Inappropriate Behavior:

*Utilize another group of 4 students demonstrate various unacceptable and acceptable behavior while eating lunch . (Using level 3 voice, taking others food etc)

Role-Play Appropriate Behavior:

*Utilize another group of 4 students demonstrate appropriate behavior while exiting cafeteria and moving to playground

ROLE OF ADULTS IN MAINTAINING THIS GOAL:

*Review cafeteria procedures before leaving the classroom for lunch

*If on duty follow all teach procedures

*While in cafeteria or hallway redirect Children who do not follow the procedures. Adults are role models for expected behavior at all times.

*Remember, if a noisy or disruptive students are dismissed from cafeteria, they will continue to be noisy and disruptive.

***ALL** adults in the building share in the responsibility of maintaining cafeteria/hallway behavior that does not interrupt the learning of other students at any time



"PAWS"-itive Indoor (Classroom) Recess Procedures

Revised 8-25-16

Definition of Indoor (Classroom) Recess:

Area where students gather for recess.

Expectations:

*Arrive in classroom in an orderly manner

*Enjoy recess with a voice level of 1,2or3 and using kind and respectful manners.

Rationale:

*To maintain a safe place for recess

*To be respectful and kind to others

* To avoid referrals to the office

Teach Signal:

Observe noise level sign level 1,2 or 3

Teach Procedures:

1. Teach students where games are located in the classroom. Games should be labeled with the indoor recess sign.
2. One classroom will be designated as a movie room. Once in movie room you will need to remain in the room the entire recess.
3. All students need to be seated during recess. Only walking is permitted when moving from approved area to another approved area. Approved areas are chair by desk or table and floor.
4. Must choose one of the below activities:
 - Read a book
 - Play a recess game
 - Draw/color
 - Homework

- Organized game Ex. Heads up 7-up
 - Movie
 - Brain Breaks with you tube or "Go Noodle"
5. During indoor classroom recess use Level 1,2 or 3 voice.
 6. Students must remain in room selected at the beginning of recess period.
 7. Gr. 4 and 5 will have one designated class move to computer lab.
 8. Grade 1,2,3 will have one designated movie room during recess for students to choose.
 9. If you need to use restroom ask permission for staff member on duty.
 10. When staff signals to clean up use Level 1 or 2 voice to quickly return all games to their proper location and clean off desk area. Return to assigned seat continuing on a Level 1 or 2 and wait for classroom teacher to arrive.

Role-Play Appropriate Behavior:

*Use 4 students to demonstrate appropriate behaviors for playing and cleaning up.
Ex. Sitting in seat at desk or floor, playing assigned games, reading, drawing, using noise level 1, 2 or 3.

Role-Play Inappropriate Behavior:

*Use another group of 4 students to demonstrate examples of unacceptable behavior for playing and cleaning up. Ex. students running around, interrupting others games, noise level above a 3 etc.

ROLE OF ADULTS IN MAINTAINING THIS GOAL:

*Review indoor recess classroom procedures before leaving the classroom for lunch

*While on duty in classroom redirect Children who do not follow the procedures. Adults are role models for expected behavior at all times.

*Remember, if a noisy or disruptive students are not reprimanded, they will continue to be noisy and disruptive.

***ALL** adults in the building share in the responsibility of maintaining indoor classroom behavior that does not interrupt the learning of other students at any time. If you are walking by a classroom that is above a noise level of 1,2 or 3 and students running in room please stop and redirect them.

***CLASSROOM** teachers are expected to return to classroom at designated time



“PAWS”-itive Recess



Procedures

Revised 8-25-16

Playground Expectations:

1. Use Hallway procedures until you come to designated outside doors to playground.
Level 1 voice. “Walking, no Talking” rules apply until you get outside.
2. Keep hands, feet and objects to yourself while walking to recess and continue during play.
3. Stay in correct areas of the playground primary playground for K-2 and intermediate Gr. 3-5
4. Wear appropriate clothing according to weather. If you have on a coat please keep it on.
5. **Play fairly, take turns and include others on play. Be a friend and play with new friends.**
6. Agree and follow rules of the game you are playing. If you have a captain should be a new captain every day.
7. Share and use equipment correctly and bring it inside at the end of recess.
8. Jumpropes need to be used on the blacktop only.
9. Intermediate equipment will have red kick balls and soccer balls. Primary equipment is all colors except red.
10. Equipment will be provided there is no need for students to bring anything from home.
11. While waiting in a line for an activity remember to leave space between the person in front and behind you, keep hands and feet to yourself and stay in your original spot in line until your turn.
12. When bell rings student who has the ball in hand is responsible for placing it on the blacktop for the next grade level.
13. Line up immediately when you hear the bell or whistle.
14. Report injuries or any issues including bullying immediately to adult.
15. Always be truthful.

Rationale:

- *Lining up immediately and sharing equipment shows “**Respect for others.**”
- *Dressing for the weather, Bringing equipment inside, reporting any bullying and agreeing on game rules is “**Being Responsible**”
- *Staying in correct areas, using equipment properly and reporting and injuries or issues is “**Being Safe**”
- *Following group rules, playing fairly, taking turns and reporting the truth is “**Being Honest**”

*Including others and being a friend while playing with new friends is "Being Kind"

Teach Procedures :

- *Assure that students are entering the playground from the grade level designated door.
- * Review all playground expectations listed above.
- *Gr. 4 is responsible for getting the ball bins outside before recess for both primary and intermediate hallway. Gr. 3 is responsible for moving ball bins back into building for both hallways. All primary equipment will be marked with a P and intermediate equipment an I.
- *Gr. 5 will be responsible to have all balls inflated.
- *Whistle - adult will blow whistle to get students attention or correct any problems during play.
- *Adult will hold 1 finger (finger to lips) up at the end of recess signaling students to get quiet before proceeding into building or hallway.
- *Classroom teacher will be outside and ready when the bell rings to transport and assist students in:
 - *Getting in line before and at end of recess
 - *eyes forward *voices silent *hands at side *feet ready to walk
 - *Walking, NO Talking while moving through hallways.
 - *Whisper While Waiting (#2 on Voice Level)

ROLE OF ADULTS IN MAINTAINING THIS GOAL:

- ***ALL** adults in the building share in the responsibility of maintaining hallway behavior that does not interrupt the learning of other students at any time.
- *Adults will be **on time** and outside when the bell rings to pick students up at the end of their grade level recess.
- *Adults supervising the playground need to circulate the perimeter of the recess area to observe children's play.
- *If inappropriate behaviors are observed, adults should use proximity and eye contact while showing appropriate behavior to students (student may have to be removed from action of game or equipment until he/she decides to be safe and/or respectful.)
- *Children will not follow the rules if adults are not. Adults are role models for expected behavior at all times. With this being said, cell phones are for emergency purposes only.
- *Adults should not talk in a regular voice in the hallway unless completing a drill or giving other emergency directives.
- *Remember, if a noisy or disruptive class is taken into the hallway, they will continue to be noisy and disruptive.
- ***CLASSROOM** teachers are expected to pick up students at designated time.

Practice the Skill:

- *Practice having students tell the difference between appropriate and inappropriate recess behaviors with multiple examples and evaluate consequences.

Practice with Fluency:

- *show students areas of playground and what appropriate game/sport is allowed
- *Line whole class up and practice walking quietly
- *Practice whisper only during a waiting period and then 1 finger to lips to signal silence before moving again.



**“PAWS”-itive Indoor (Gym) Recess
Procedures Gr. 1-5**



Revised 6-10-16

Definition of Indoor (Gym) Recess:

Area where students gather for recess.

Expectations:

- *Arrive in gym in an orderly manner using a Level 1 voice.
- *Enjoy recess with a voice level of 1,2,3 or 4 and using kind and respectful manners.

Rationale:

- *To maintain a safe place for recess
- *To be respectful and kind to others
- * To avoid referrals to the office

Teach Signal:

Observe noise level sign level 1,2, 3 or 4

Teach Procedures:

1. Teach students where to play each activity.
2. Teach appropriate procedures for each activity:
 - Basketball - Knock out and foul shooting
 - Jump ropes
 - Building Blocks/stacking cups
 - Activity/ Toy bins
3. During indoor recess in the gym use Level 1,2,3 or 4 voice.
4. Ask permission from staff member on duty to use the restroom.
5. When staff signals to clean up use Level 1 or 2 voice and quickly return equipment to proper location. Move to the appropriate line and wait for classroom teacher to arrive at a level 1 voice.
6. Using a level 1 voice in hallway while moving from cafeteria and then back to classroom.

Role-Play Appropriate Behavior:

- *Use 4 students to demonstrate appropriate behavior during indoor gym recess.
 - Have 4 boys line up and show the correct way of playing knock-out. Be sure to use bounce pass only
 - Have 4 girls show how to line up at the foul line taking turns.
 - Have 2 girls jump rope correctly

Role-Play Inappropriate Behavior:

- *Use 4 students to demonstrate examples of unacceptable behavior during recess in the gym.
 - Using the same example for Knock-out, but instead have them throw the ball away from the line causing it to make the next person in line not get the ball to shoot.
 - Use 2 students have one wrap the jump rope around another and pull them around the gym.

ROLE OF ADULTS IN MAINTAINING THIS GOAL:

- *Review indoor recess gym procedures before leaving the classroom for lunch
- *While on duty in gym redirect Children who do not follow the procedures. Adults are role models for expected behavior at all times.
- *Remember, if a noisy or disruptive students are not reprimanded, they will continue to be noisy and disruptive.
- ***CLASSROOM** teachers are expected to pick up students at designated time.

“PAWS”-itive Locker
 Procedures
 Revised 6-10-16



Expectations:

- *Arrive in hallway in an orderly manner
- *Noise level at a Level 1 during the day and a Level 1 or 2 before or after school.
- *Keep hands and feet to yourself
- * Maintain respectful manners to not interrupt classrooms in session.

Rationale:

- *To maintain order and effectively get materials needed
- *To be respectful and avoid becoming a distraction to students learning in classrooms

Teach Signal:

- *Observe noise level, if too loud teachers need to physically stand in hallway to monitor Level 1 noise level during the day and Level 1 or 2 before and after school.

Teach Procedures:

15. Homeroom teachers discuss the importance of being respectful to other classes in session and how noise can negatively affect learning.
16. All students need to understand that locker noise along with talking needs to remain at a Level 1
17. Remember to keep your personal space and respect other student's space.

Teach Procedures:

Role-Play Appropriate Behavior:

1. Teacher can take class out to hallway to properly model the most effective way to open and close a locker. Emphasize pulling the handle all the way up while opening and closing the locker.
2. Remind students to check floor before leaving area and pick up any scrap papers or items on the floor.
3. Remember Level 1 noise level during the day and Level 1 or 2 before and after school.

Role-Play Inappropriate Behavior:

1. Teacher can take class out to hallway and slams locker shut leaving paper and other items on the floor, talking at a level 3.

Role of Adults in Maintaining This Goal:

- In the morning and afternoons locker usage should remain as quiet as possible. Students need to understand this is a place of learning and need to be respectful of other classes in session. When lockers are not shutting, the students are SLAMMING them. They need to be taught to tuck in any materials/straps that are hanging out, hold knob up and slowly push them closed.

- For recess, teachers should dismiss students in small groups (4-7 students per group) ex. By table, row etc.
- At the end of the day, teachers should dismiss students in small groups (4-7 students per group) and stand in doorway to monitor students seated quietly inside the classroom and students using the lockers.
- In the morning students with bottom lockers should report to classroom first allowing the students with top lockers to get their items organized first

"PAWS"-itive Book Bag Procedures for K-2

*Keeping our Hallways SAFE

Introductory Lesson August 31, 2016

Expectations:

- *Walk silently to your homeroom after getting off the bus or coming in from recess. *Level 1 voice. *"Walking, no Talking" rule applies.
- *Keep hands, feet and objects to yourself while walking.
- *Eyes forward while walking in the hallway.
- *When you get to your own hook, these behaviors need to be exhibited:
 - *Take anything you may need out of your book bag.
 - *Take off your coat.
 - *Put your coat in your book bag.
 - *Zip book bag.
 - *Hang book bag on your designated hook.

Rationale:

- *Completing this task quietly shows "Respect for Others" and their learning.
- *Hanging your book bag and coat on your hook is "Being Safe". We want to keep our book bags and coats out of the hallway so that no one trips on items left on the floor of the hallway.

Teach Procedures:

- *Walking, no talking while walking down the hall after getting off of the bus or coming in from recess.
- *Take book bag off of back and get any materials out that may be needed.
- *Place packed lunch on rack on top of coat hooks.

- *Take coat off and put in book bag.
- *Zip book bag.
- *Hang book bag on designated coat hook.*If needed, pick up any materials gotten from your book bag.
- *Look at the hallway under and around coat hook. Make sure nothing is left on the floor.
- *Proceed to classroom.
- *If someone else is putting their coat on a hook that is in close proximity to yours, wait patiently.

ROLE OF ADULTS IN MAINTAINING THIS GOAL:

As adults, it is important to be consistent, positive role models for our children:

- *Show students their designated hooks.
- *Help students to place coats in book bags as needed.
- *Look in hallway after the students come in off the bus, after recess and at any other time they may have utilized book bags to be sure coats and book bags are kept off the floor.
- *We can teach the children to utilize these appropriate behaviors with modeling, modeling, modeling.
- *It is important for all adults in the primary wing hallway to be especially vigilant with this task, as we have visually impaired students who need to have the hallway cleared at all times.
- *In the same way that students need to keep the hallway cleared, adults need to, as well. Please, when your door is open, make sure that it is secured to the wall and not "hanging out" in an unsecured manner, into the hallway.**

7540.04 - STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides Technology and Information Resources (as defined by Bylaw 0100) to support the educational and professional needs of its staff and students. The Board provides staff with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students and to facilitate the staff's work. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District Technology and Information Resources by principles consistent with applicable local, State, and Federal laws, and the District's educational mission. This policy and its related administrative guidelines and any applicable employment contracts and collective bargaining agreements govern the staffs' use of the District's Technology and Information Resources and staff's personal communication devices when they are connected to the District's computer network, Internet connection and/or online educational services/apps, or when used while the staff member is on Board-owned property or at a Board-sponsored activity (see Policy 7530.02).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology and Information Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

Staff members are expected to utilize District Technology and Information Resources to promote educational excellence in our schools by providing students with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources in enriching educational activities. The instructional use of the Internet and online educational services will be guided by Board Policy 2520 – Selection of Instructional Materials and Equipment.

The Internet is a global information and communication network that brings incredible education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access relevant information that will enhance their learning and the education process. Further, District Technology Resources provide students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

First, the Board may not be able to technologically limit access, through its Technology Resources, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or Superintendent, the technology protection measures may also be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using the District Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures without express written consent of an appropriate administrator will be subject to disciplinary action, up to and including termination.

The Superintendent or Technology Coordinator may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures. The Superintendent or Technology Coordinator may also disable the technology protection measures to enable access for bona fide research

or other lawful purposes.

Staff members will participate in professional development programs in accordance with the provisions of law and this policy. Training shall include:

- A. the safety and security of students while using e-mail, chat rooms, social media and other forms of direct electronic communications;
- B. the inherent danger of students disclosing personally identifiable information online;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying and other unlawful or inappropriate activities by students or staff online; and
- D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Furthermore, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above, and staff members will monitor students' online activities while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

The disclosure of personally identifiable information about students online is prohibited.

Building Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the District Technology Resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media including in chat rooms and cyberbullying awareness and response. All users of District Technology Resources are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Staff will be assigned a school email address that they are required to utilize for all school-related electronic communications, including those to students, parents and other staff members.

With prior approval from the Superintendent or Technology Coordinator, staff may direct students who have been issued school-assigned email accounts to use those accounts when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the students for educational purposes under the teacher's supervision.

Staff members are responsible for good behavior when using District Technology and Information Resources - i.e., behavior comparable to that expected when they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. The Board does not approve any use of its Technology and Information Resources that is not

authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Staff members may only use District Technology Resources to access or use social media if it is done for educational or business-related purposes.

General school rules for behavior and communication apply.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Technology and Information Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and/or designee as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to staff members' use of District Technology and Information Resources.

Social Media Use

An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's private computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent. See Policy [8330](#). Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality laws or privacy laws related to the disclosure of confidential student or employee information may be disciplined.

Staff members retain rights of communication for collective bargaining purposes and union organizational activities.

Revised 12/15/14

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Legal

P.L. 106-554, Children's Internet Protection Act of 2000

47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)

18 U.S.C. 1460 18 U.S.C. 224 18 U.S.C. 2256 20 U.S.C. 6777, 9134 (2003)

47 C.F.R. 54.500-54.523

APPENDIX C FUND RAISING PROJECT POTENTIAL

The Fund Raising Project Potential is a form designed to account for the income (actual and projected) from fund raising projects conducted by student activity programs. The purpose is to provide information to sponsors and administrators of the various projects and whether they are functioning in accordance with adopted board policies.

Student Activity Fund Name _____

Proposed Fund Raising Project _____

Dates of Fund Raising Project _____

Company and Address _____

Company Representative _____

A. Quantity to be ordered. _____ B. Cost per unit _____

C. Total cost _____ (A x B)

D. Proposed sales price per unit _____

E. Total Revenue Expected _____ (A x D)

F. Total Proposed Profit _____ (E - C)

Requested by:

Approved by:

Sponsor Signature

Date

Prin. Or Bldg. Admin. Date

Treasurer Date

THIS SECTION TO BE COMPLETED WHEN PROJECT IS COMPLETED

<u>Units Purchased</u>	<u>Sales Price</u>	<u>Total Sales</u>
_____ @ _____	_____ \$ _____	
_____ @ _____	_____ + \$ _____	
_____ @ _____	_____ + \$ _____	
_____ @ _____	_____ + \$ _____	

Total sales to be Accounted for _____ units = \$ _____

Total Deposited with Treasurer: _____ Less \$ _____

Quantity Unaccounted for _____ = \$ _____
(Explain on reverse side)

Prin. Or Bldg Admin. _____ Date _____

Treasurer _____ Date _____

STUDENT ACTIVITY FUND

STATEMENT OF PURPOSE

DATE: _____

Organization Name _____

G. Reason for this Activity and its goals or aspirations:

H. List the specific activities for this year:

- _____
- _____
- _____
- _____

I. List the specific fund raising activities and profit expected:

- A. _____ \$ _____
- B. _____ \$ _____
- C. _____ \$ _____
- D. _____ \$ _____

J. List specific types of expenses and estimated cost:

- A. _____ \$ _____
- B. _____ \$ _____
- C. _____ \$ _____
- D. _____ \$ _____

APPROVALS:

ACTIVITY SPONSOR: _____

BUILDING PRINCIPAL _____

TREASURER: _____

APPENDIX D

Margaretta Local School District
Board of Education Policy No. 2266
Policy Manual

MANDATORY

COMPLAINTS OF SEXUAL HARASSMENT

Sexually offensive speech and conduct are wholly inappropriate to the operation of the District and will not be tolerated. This policy or a version which provides students adequate notice of the prohibition against sexual harassment, the conduct that constitutes sexual harassment, and the complaint procedure for reporting sexual harassment shall be included in the student handbooks.

It shall be a violation of this policy for any member of the District staff to harass a student through conduct or communications of a sexual nature as defined below or to have romantic or sexual relations with a student. Retaliation in any form against those persons alleging that sexual harassment has occurred or participating in the investigation of the complaint is also prohibited.

It shall also be a violation of this policy for students or third parties (i.e., visiting speaker, or visiting athletic team) to harass other students through conduct or communications of a sexual nature as defined below.

Any teacher, counselor or administrator who receives a report, verbally or in writing, from any person regarding sexual harassment of a student or employee must forward that report to the building principal or Title IX Coordinator within one school day or within a reasonable period of time if there is a good cause for the delay. Any building principal receiving a report of sexual harassment shall promptly notify the Title IX Coordinator.

The District's designated and authorized Title IX Coordinator is:

Dr. Jennifer Theis, Principal
Margaretta High School
209 Lowell Street, Castalia, Ohio 44824
(419) 684.5351

The designated/authorized Title IX Coordinator and his/her contact information shall be made known to all applicants for admission and employment, students, parents or legal guardians of students, employees, and all of the District's employee unions. Further, the District shall prominently display on its website the contact information for the Title IX Coordinator.

No person designated by the District to serve as a Title IX Coordinator, investigator, decision maker, or any person designated by the District to facilitate an informal resolution process, shall have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

1. Definitions

a. Sexual harassment – conduct on the basis of sex that satisfies one or more of the following:

(i) A school employee conditioning education benefits on participation in unwelcome sexual conduct (*i.e.*, *quid pro quo*); or

(ii) Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or

(iii) Sexual assault (as defined in the Clery Act, 20 U.S.C. 1092(f)), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act.

b. Complainant – an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

c. Respondent – an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

d. Formal complaint – a document filed by a complainant or signed by the Title IX

Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education programs or activities of the District.

2. Duty to Respond

The District will promptly respond when an allegation of sexual harassment occurs in an education program or activity. Education programs and activities include locations, events, or circumstances over which the District exercises substantial control over both the respondent and the context in which the sexual harassment occurs. This may include computer and internet networks, digital platform, and computer hardware or software owned or operated by or used in the operations of the District's schools.

3. Supportive Measures

"Supportive measures" are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, without fee or charge, to an alleged victim or respondent, before or after the filing of a formal complaint or where no formal complaint has been filed. The purpose of supportive measures is equal access to education.

The District shall offer supportive measures to a complainant. The Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

Supportive measures may include:

- a. Counseling;
- b. Extensions of deadlines or other course-related adjustments;
- c. Modifications of class schedules;
- d. Campus escort services;
- e. Mutual restrictions on contact between the parties;
- f. Leaves of absence;
- g. Increased security and monitoring of certain areas of campus.

4. Complaint Procedure

a. Any student or staff member who alleges sexual harassment by any staff member or student in the District may complain directly to the Title IX Coordinator, guidance counselor, teacher, Superintendent, any other school employee whom the student or staff member trusts, or any other individual designated to receive such complaints. An individual who is complaining of sexual harassment is not required to work out the problem directly with the individual alleged to have harassed him or her.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

The District will treat a person as a complainant any time it has notice that the person is alleged to be the victim of conduct that could constitute sexual harassment (regardless of whether the person themselves reported, or a third party reported the sexual harassment), and irrespective of whether the complainant ever chooses to file a formal complaint.

b. Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. No employee or representative of the District, nor any other person, may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing. Complaints alleging retaliation may be filed according to the procedures for sex discrimination.

Therefore, filing of a complaint or otherwise reporting sexual harassment will not reflect upon the student's or staff member's status nor will it affect future employment, grades, or work assignments. The person to whom the complaint was made shall, within one school day, report the complaint to the Title IX Coordinator. If the Title IX Coordinator or Superintendent is the employee

alleged to have engaged in the sexual harassment, the report shall be made to the Board.

c. The right to confidentiality, both of the complainant and of the respondent, will be respected consistent with the District's legal obligation, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. The District will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, or as required by law, or as necessary to carry out a Title IX proceeding.

5. Investigation

a. The investigator should remember that the investigation requires a balancing of the respondent's rights, the complainant's right to an environment free of sexual harassment, and the Board's interest in a prompt and fair investigation. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not on the parties. **The investigator shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.**

b. The investigator shall send written notice to both parties of the allegations set forth in the complaint upon receipt of a formal complaint. The notice must include sufficient details known at the time, including the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and notice of any provision in District's Code of Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process. If a party chooses to have an advisor, he/she may be accompanied to any related meeting or proceeding by the advisor.

c. The investigator shall meet with the complainant within a reasonable period of time from the time of making the complaint. However, the investigator is urged to meet with the complainant as soon as possible.

d. Following the meeting with the complainant, the investigator shall conduct an adequate, reliable, and impartial investigation to determine if sexual harassment has occurred. The investigation shall include a conference with the respondent and the complainant, as well as any and all other methods which are considered necessary to determine whether harassment has occurred. Both parties must be permitted an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. The parties shall not be restricted from discussing the allegations under investigation or from gathering and presenting relevant evidence.

e. The investigator will not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party's voluntary, written consent to do so.

f. Both parties shall be provided an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence, whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

g. The District shall provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

6. Post-Investigation Procedures

Prior to completion of the investigative report, the school district must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 school days to submit a written response, which the investigator will consider prior to completion of the investigative report. All such evidence must be subject to the parties' inspection and review and be available at any hearing.

Upon conclusion of the investigation, the investigator shall issue a written report to the parties and their advisors that fairly summarizes the relevant evidence. After the investigative report has been sent to the parties and before reaching a determination

regarding responsibility, the decision maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision maker(s) must explain to the party proposing the questions any decision to exclude questions as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Although the facts and circumstances of a particular investigation may require an investigation to continue beyond 45 school days, it is recommended that the investigation and a report of the findings be completed within that time frame. The report shall include a determination of whether the respondent was found to have engaged in harassment, was found not to have engaged in harassment, or whether the investigation was inconclusive.

The District shall use a clear and convincing evidence standard to make such determination. This shall be the same standard used for both complaints involving students and staff members. The burden rests on the District to meet that standard for purposes of reaching a determination regarding responsibility.

The report shall be issued to the complainant, if an employee, or to the complainant's parents, if a student. A copy of the report shall also be sent to the Superintendent or his/her designee and the respondent.

7. Final Determination

a. Following receipt of the investigator's report and recommendation, the decision maker (who cannot be the same person as the Title IX Coordinator or investigator) must issue a written decision which sets forth the decision maker's determination of responsibility or non-responsibility based on the relevant standard of evidence. The written decision shall include the following elements:

1. Identification of the allegations potentially constituting sexual harassment.

2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held.

3. Findings of fact supporting the determination.

4. Conclusions regarding the application of the school district's code of conduct to the facts.

5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school district's education program or activity will be provided by the school district to the complainant.

6. The District's procedures and permissible bases for the complainant and respondent to appeal.

b. The decision maker must objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence.

c. Credibility determinations shall not be made on based on a person's status as a complainant, respondent or witness.

d. The decision maker must provide his/her written decision to the parties simultaneously within 15 school days of receipt of the investigator's report and recommendation.

e. The Title IX Coordinator is responsible for effective implementation of any remedies set forth in the written determination.

8. Informal Resolution

The District may offer informal resolution options if a formal complaint is filed, at any time prior to reaching a determination regarding responsibility, provided both parties give voluntary, informed, written consent. The District shall not require, as a condition of enrollment or continuing enrollment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints. Any party has the right to withdraw from informal resolution and resume the grievance process with respect to the

formal complaint. The investigator may not require the parties to participate in an informal resolution process. The investigator will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student. If an informal resolution is sought by the parties, a written statement to that effect shall be signed by the parties, and the informal resolution process will conclude within 20 school days of the parties' signature.

9. Appeals

a. The District will offer both parties the opportunity to appeal from a determination regarding responsibility, and from a dismissal of a formal complaint or any allegations therein on the following bases:

(i) Procedural irregularity that affected the outcome of the matter;

(ii) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and/or

(iii) The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias that affected the outcome of the matter.

b. An appeal must be submitted in writing to the Title IX Coordinator within five school days of the issuance of the determination regarding responsibility, which includes a statement specifying the grounds for the appeal. The opposing party will be notified of the appeal and provided five school days from such notice to submit to a statement in support of the outcome.

c. An "Appeal Decision Maker" shall be designated by the Superintendent to review the investigative report and the statements submitted by the parties as part of the appeal. The Appeal Decision Maker shall investigate whether a basis for overturning the decision regarding responsibility exists. The Appeal Decision Maker shall not be the same person as the decision maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator.

d. The Appeal Decision Maker shall issue a written decision describing the result of the appeal and the rationale for the result, and shall provide the written decision simultaneously to both parties and their advisors within 20 school days of the Title IX Coordinator's receipt of a parties' notice of appeal of the original decision maker.

10. Dismissal of Complaints

a. Complaints must be dismissed by the decision maker where the allegations, if true, would not meet the Title IX jurisdictional conditions:

(i) The actions complained of do not meet the definition of "sexual harassment";

(ii) The actions complained of were not against a person in the United States;

(iii) The actions complained of did not occur in the District's education program or activity.

b. Complaints may be dismissed by the decision maker where:

(i) A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;

(ii) The respondent is no longer enrolled or employed by the District; and/or

(iii) Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the allegations contained in the formal complaint.

c. The Title IX Coordinator will promptly send the parties simultaneous written notice of any dismissal decision, and the reason(s) therefore.

d. Both parties shall have the right to appeal a dismissal decision by submitting written notice of appeal to the Title IX Coordinator within five school days of the issuance of the dismissal notice. The Appeal Decision Maker shall review the notice of appeal and issue a decision regarding the appeal in writing to both parties within 10 school days of the issuance of the notice of dismissal.

11. Discipline and Remedies

A substantiated charge against a student in the District shall subject that student to disciplinary action, including suspension or expulsion, consistent with the Student Discipline Code. A substantiated charge against an employee shall result in the employee being subjected to disciplinary action, up to and including termination. Making a materially false statement in bad faith in the course of an investigation under this policy may subject a student or employee to disciplinary action.

Complainants and respondents shall be treated equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process outlined in this policy before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. All remedies provided by District shall be designed to restore or preserve equal access to the District's education program or activity. Such remedies may include the same individualized services provided as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

12. Training

The District will ensure that Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The District shall further ensure that decision makers receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. The District shall also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. Any materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

13. Time Limits

All time limits established in this policy be temporarily delayed or extended by the Title IX Coordinator for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

14. Consolidation of Formal Complaints

The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

15. Record Keeping

The District shall maintain, for a period of seven years, records of:

a. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;

b. Any appeal and the result therefrom;

c. Any informal resolution and the result therefrom;

d. All materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process. The District shall make these training materials publicly available on its website; and

e. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The District must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the education program or activity. If the District does not provide a complainant with supportive measures, then the District shall document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Adopted: August 10, 2020

COMPLAINTS OF SEXUAL HARASSMENT

Margaretta Local School District

Mr. Edward P. Kurt, Superintendent

Mrs. Diane Keegan, Treasurer

Date

[Name]

[Address]

Re: Notice of Formal Complaint of Sexual Harassment

Dear [Name]:

On [Date], the District's Title IX Coordinator received a formal complaint in which it is alleged that [Respondent's Name] (hereinafter "Respondent") sexually harassed [Complainant's Name] (hereinafter "Complainant"). The alleged conduct constituting sexual harassment set forth in the complaint is as follows:

Date/Time of incident:

Location of incident:

Description of incident:

A copy of the District's Board Policy on sexual harassment is included with this letter. The Board Policy outlines the grievance process, including the informal resolution process.

The Respondent is presumed not responsible for the alleged conduct. A determination regarding responsibility shall be made at the conclusion of the grievance process.

Both the Complainant and Respondent may have an advisor of their choice, who may be, but is not required to be, an attorney. Such advisor may be present during any grievance proceeding or related meeting, and may inspect and review evidence. If you choose to have an advisor, please provide his/her name and contact information to the Title IX Coordinator as soon as possible.

Please be advised that Paragraph/Section ___ of the Code of Student Conduct prohibits knowingly making false statements, including knowingly submitting false information during the grievance process.

You will be contacted in the near future by an individual who has been designated by the District to conduct an investigation of the complaint.

If you have any questions, please contact me immediately.

Sincerely, Title IX Coordinator

Dr. Jennifer Theis

Margaretta High School Principal

10/1/2019

Margaretta Local School District

Academic Acceleration Policy:

Academic acceleration may involve whole-grade or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

Any student residing in the District may be referred by a staff member or a parent/guardian to the principal of his/her school for evaluation for possible accelerated placement. Students may refer themselves or a peer through a staff member who has knowledge of the referred child's abilities. Copies of referral forms for evaluation for whole-grade or individual subject acceleration will be available at each school building. The principal of each school (or his/her designee) will solicit referrals of students for evaluation for accelerated placement, and notify all staff s/he supervises the referral process.

Students referred for accelerated placement will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will occur only at the start of the semester.

Before a student is evaluated for accelerated placement, the principal (or his/her designee" shall obtain written permission from the student's parent/guardian.

Early Entrance to Kindergarten:

Children referred for early entrance kindergarten must turn 5 by January 1 of the school year they wish to enroll. If the child is younger than this, the child will not be considered for early entrance to kindergarten.

Upon referral and parent permission, the principal will have a kindergarten teacher conduct the student through the kindergarten screening process. If the child scores at least a 36 or the approved high average score on the Kindergarten Screening Assessment, the principal will then continue with the acceleration process. If the child does not meet this criteria, the child will enter kindergarten the year of which his/her birth date allows them to enter.

Acceleration Process:

Evaluations related to referrals that occur during the school year will ordinarily be completed and a written report issued within forty-five (45) calendar days. Evaluations related to referrals that occur at the end of the school year or during the summer will be completed and a written report issued before the end of the school year, if possible, or within forty-five (45) calendar days after the referral is made.

Upon referral, the student's principal (or his/her designee) shall convene an acceleration evaluation committee to determine the appropriate learning environment for the referred student. This committee shall include the following:

- A. A parent/guardian, or representative designated by the parent/guardian

- B. A gifted education coordinator or gifted intervention specialist, or if neither is available, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted
- C. A principal or assistant principal from the child's current school
- D. A current teacher of the referred student
- E. A teacher at the grade level or course to which the referred student may be accelerated

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the student. The acceleration evaluation committee will consider the student's own thoughts on possible accelerated placement in this deliberation. In the event that career-technical programs are considered for acceleration, a career-technical educator shall be consulted as a part of the evaluation process.

Students considered for whole-grade acceleration will be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

Students considered for individual subject acceleration will be evaluated using a variety of data sources, including measures of achievement based on state academic standards (in subjects for which the State Board of Education has approved content standards and consideration of the student's maturity and desire for accelerated placement).

The acceleration evaluation committee shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision.

Appeals must be in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within fourteen (14) calendar days of receiving the appeal. The Superintendent or his/her designee's decision shall be final.

If the student is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan (WAP).. The parent/guardian shall be provided with a copy of the plan. The plan shall specify:

- A. Placement of the student in an accelerated setting;
- B. Strategies to support a successful transition to the accelerated setting;
- C. Requirements and procedures for earning high school credit prior to entering high school (if applicable); and
- D. An appropriate transition period for accelerated students.

A staff member will be assigned to oversee implementation of the acceleration plan and to monitor the adjustment of the student to the acceleration setting.

Any time during the transition period, a parent/guardian may request in writing an alternative accelerated placement. In such cases, the principal shall direct the evaluation committee to consider other accelerative options and to issue a decision within fourteen (14) days of receiving the request. If the student will be placed in a different accelerated setting from the initially recommended, the student's acceleration plan shall be revised accordingly, and a new transition period shall be specified.

At the end of the transition period, the teachers or parents may request a follow up meeting to discuss the student's progress and success in the accelerated placement. The decision to continue the acceleration, make adaptations to the acceleration, or reconsider the placement will be made by the original committee. If the acceleration is continued, the accelerated placement shall become permanent. The student's record shall be modified accordingly, and the acceleration implementation plan shall become part of the student's permanent record to facilitate continuous through the curriculum.