

EAST CLEVELAND CITY SCHOOLS
TEACHER HANDBOOK VERIFICATION

I have received and read the Teacher Handbook, including general information, rules and regulations. I realize that I am responsible for following its content.

Date: _____

Teacher's Name (Print):

Teacher's Signature: _____

PLEASE RETURN THIS SIGNED FORM TO YOUR BUILDING ADMINISTRATOR AS SOON AS POSSIBLE.

EAST CLEVELAND CITY SCHOOLS ELEMENTARY SCHOOLS' TEACHER HANDBOOK

2019-2020 SCHOOL YEAR



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SCHOOLS

Caledonia Elementary School 268-6690
914 Caledonia Avenue
Mr. Charles McCants, Principal

Chambers Elementary School 268-6640
14305 Shaw Avenue
Ms. Crystal Cash, Principal

Mayfair Elementary School 268-6650
13916 Mayfair Avenue
Ms. Sabrina Ingram, Principal

Superior Elementary School 268-6670
1865 Garfield Road
Ms. Shawna LeSure, Principal

Preschool
Superior Elementary School 268-6670
1865 Garfield Road
Ms. Shawna LeSure, Principal

Heritage Middle School 268-6610
14410 Terrace Road
Ms. Danielle Simmons, Principal

Shaw High School
15320 Euclid Avenue 268-6468/6469
Mrs. Lori Crum, Head Principal

SMALL SCHOOLS

9th & 10th Grade Principal
Mr. Kelvin Holland 268-6374/6376

11th – 12th Grade Principal
Mr. William Davis 268-6515/6516

Shaw Academy High School
Mr. Larry Ellis, Principal 268-6630

IMPORTANT PHONE NUMBERS

Chief Executive Officer & Superintendent 268-6580
Dr. Henry Pettiegrew II

Treasurer 268-6587
Mrs. Diana C. Whitt

Director of Director of Teaching, Learning, and Innovation
Mrs. Andratesha Fitzgerald 268-6595

Director of School Improvement
Mr. Kevin Harrell

Director of Human Resources/College & Career Readiness/Adult Education 268-6581
Dr. John Buckner

Business Manager 268-6586
Mr. Alan Wolf

Director of Pupil Personnel 268-6689
Mr. Dennis Bunkley

Director of Special Education 268-6474
Mrs. Courtney Jones

Assistant Treasurer 268-6659
Mrs. Phyllis East

Administrator of Communications/Tech. 268-8011
Mr. Donshon Wilson

Registration 268-6600

Bus Garage 268-6599
Mr. Larry Brown

Food Service 268-6645
Ms. Dawn Johnson

ATTENTION

SCHOOL DAY

CALEDONIA ELEMENTARY SCHOOL

914 Caledonia Road
East Cleveland, OH 44112

TIME

8:30 A.M. – 3:20 P.M.

CHAMBERS ELEMENTARY SCHOOL

14305 Shaw Avenue
East Cleveland, OH 44112

TIME

8:30 A.M. – 3:20 P.M.

MAYFAIR ELEMENTARY SCHOOL

13916 Mayfair Avenue
East Cleveland, OH

TIME

8:30 A.M. – 3:20 P.M.

SUPERIOR ELEMENTARY SCHOOL

1865 Garfield Road
East Cleveland, OH 44112

TIME

8:30 A.M. – 3:20 P.M.

HERITAGE MIDDLE SCHOOL

14410 Terrace Road
East Cleveland, OH 44112

TIME

8:30 A.M. – 3:10 P.M.

SHAW HIGH SCHOOL

15320 Euclid Avenue
East Cleveland, OH 44112

TIME

8:15 A.M. – 2:58 P.M.

**EAST CLEVELAND CITY SCHOOLS
SCHOOL CALENDAR
2019-2020 SCHOOL YEAR**

Monday, August 19, 2019.....	Teachers Report
Thursday, August 22, 2019	First day of school for students
Monday, September 2, 2019	LABOR DAY – District Closed
Wednesday, September 18, 2019.....	Teachers Professional Development Day – No Students
Friday, October 11, 2019	NEOEADAY – District Closed
Wednesday, October 30, 2019.....	Parent/Teacher Conferences (2:00 p.m. - 5:00 p.m.) & (6:00 p.m. - 8:00 p.m.) - 1:30 p.m. Student Dismissal
Tuesday, November 5, 2019	Optional Teachers Professional Development Day – No Students
Wednesday, Thursday, Friday, November 27, 28, 29, 2019	THANKSGIVING – District Closed
Friday, December 20, 2019.....(at the end of the school day).....	Winter Break Begins
Wednesday, December 25, 2019	CHRISTMAS HOLIDAY – District Closed
Wednesday, January 1, 2020	NEW YEAR’S HOLIDAY – District Closed
Monday, January 6, 2020.....	Schools Reopen
Friday, January 17, 2020.....	Optional Teachers Professional Development Day – No Students
Friday, January 17, 2020.....	OAPSE Staff Development Day
Monday, January 20, 2020.....	Martin Luther King, Jr. Day – District Closed
Monday, February 17, 2020.....	PRESIDENTS’ DAY – District Closed
Wednesday, February 19, 2020	Parent Teacher Conferences (5:00 p.m.-8:00 p.m.)
Wednesday, March 11, 2020	Teachers Professional Development Day – No Students
Monday, March 23, 2020.....	Spring Break Begins
Monday, March 30, 2020.....	Schools Reopen
Wednesday, April 1, 2020	Parent Teacher Conferences (5:00 p.m.-8:00 p.m.)
Friday, April 10, 2020.....	Good Friday – District Closed
Monday, April 13, 2020.....	Easter Monday – District Closed
Friday, May 22, 2020.....	No school for Students-No school for ECEA
Monday, May 25, 2020.....	MEMORIAL DAY – District Closed
Wednesday, June 3, 2020.....	Last Day for Students
Thursday, June 4, 2020	Last Day for Teachers

Total Numbers of Days	189
Days of Student Attendance	177
1 st Semester	90
2 nd Semester.....	87
Holidays.....	5

(LABOR DAY, THANKSGIVING, MARTIN LUTHER KING JR. DAY, PRESIDENTS’ DAY, MEMORIAL DAY)

STUDENT DAYS 2019-2020 SCHOOL YEAR

WEEK	DATE	DAYS SCHOOL NOT IN SESSION	#OF DAYS IN SESSIONS STUDENTS	# OF DAYS TEACHERS
1.	August 19-23, 2019	(Monday) 19 th Teachers Report (Thursday) 22 nd 1 st day for Students	2	5
2.	August 26-30, 2019		5	5
3.	September 2-6, 2019	(Monday) 2nd Labor Day – District Closed	4	5
4.	September 9-13, 2019		5	5
5.	September 16-20, 2019	(Wednesday) 18 th Teachers Professional Development Day	5	5
6.	September 23-27, 2019		5	5
7.	September 30 – October 4, 2019		5	5
8.	October 7 – 11, 2019	(Wednesday) 9 th Professional Development -11:30 a.m. Dismissal (Friday) 11 th NEOEA Day - District Closed	4	4
9.	October 14 – 18, 2019		5	5
10.	October 21 – 25, 2019		5	5
End of First Quarter		Total Days of First Quarter	45	49
1.	October 28 – November 1, 2019	(Wednesday) 30 th , P/T Conferences – 1:30 p.m. Dismissal 2:00 – 5:00/6:00 – 8:00 p.m.	5	5
2.	November 4 - 8, 2019	(Tuesday) 5 th – Optional Teacher Professional Development	4	5
3.	November 11- 15, 2019		5	5
4.	November 18- 22, 2019		5	5
5.	November 25- 29, 2019	(Wednesday) 27 th , (Thursday) 28 th , (Friday) 29 th Thanksgivings – District Closed	2	4
6.	December 2 – 6, 2019		5	5
7.	December 9 – 13, 2019	(Wednesday) 11 th Professional Development – 11:30 a.m. Dismissal	5	5
8.	December 16 – 20, 2019	(Friday) 20 st – Winter Break Begins Winter Break at the end of the day – Schools Closed	5	5
9.	December 23 – 27, 2019	Winter Break – Schools Closed	0	0
10.	December 30 – January 3, 2020		0	0
11.	January 6 - 10, 2020	(Monday) 6 th schools Reopen	5	5
12.	January 13-17, 2020	(Friday) 17 th – Optional Teacher Work Day OAPSE Staff Development Day	4	5
End of Second Quarter		Total Days of Second Quarter	45	49
1.	January 20 - 24, 2020	(Monday) 20 st Martin Luther King Jr. District Closed	4	4
2.	January 27 - 31, 2020		5	5
3.	February 3 - 7, 2020		5	5
4.	February 10 - 14, 2020	(Wednesday) 11 th Professional Development – 11:30 a.m. Dismissal	5	5
5.	February 17 - 21, 2020	(Monday) 17 th President Day – District Closed (Wednesday) 19 th - 5:00 – 8:00 p.m. P/T Conferences	4	5
6.	February 24 – 28, 2020		5	5
7.	March 2 - 6, 2020		5	5
8.	March 9 - 13, 2020	(Wednesday) 11 th Professional Development – 11:30 a.m. Dismissal	5	5
9.	March 16 - 20, 2020		5	5
End of Third Quarter		Total Days of Third Quarter	43	44
1.	March 23 - 27, 2020	Spring Break – Schools Closed	0	0
2.	March 30 – April 3, 2020	(Monday) 30 th – School Reopens (Wednesday) 1 st - 5:00 – 8:00 p.m. P/T Conferences	5	5
3.	April 6 - 10, 2020	(Friday) 10 th Good Friday – District Closed	4	4
4.	April 13 -17, 2020	(Monday) 13 th Easter Monday– District Closed (Tuesday) 14 th – School Reopens	4	4
5.	April 20 - 24, 2020		5	5
6.	April 27 – May 1, 2020		5	5
	May 4 – 8, 2019		5	5
7.	May 11 - 15, 2020	(Wednesday) 13 th Professional Development – 11:30 a.m. Dismissal	5	5
8.	May 18 - 22, 2020	(Friday) 22 nd – No school for Students-No school for ECEA	4	5
9.	May 25 - 29, 2020	(Monday) 25 th Memorial Day - District Closed	4	5
10.	June 1- 5, 2020	(Wednesday) June 3 rd Last Day for Students (Thursday) June 4 th Last Day for Teachers	3	4
End of Fourth Quarter		Total Days of Fourth Quarter	44	47
Total Days			177	189



CURRICULUM NIGHTS 2019-2020 School Year

Caledonia Elementary School.....Tuesday, September 3, 2019
5:00 p.m. - 6:00 p.m.

Chambers Elementary School Wednesday, September 4, 2019
5:00 p.m. - 6:00 p.m.

Mayfair Elementary School.....Thursday, September 5, 2019
5:00 p.m. - 6:00 p.m.

Superior Elementary School..... Tuesday, September 10, 2019
5:00 p.m. - 6:00 p.m.

Heritage Middle School..... Wednesday, September 11, 2019
5:00 p.m. - 6:00 p.m.

Shaw High School.....Thursday, September 12, 2019
5:00 p.m. - 6:00 p.m.

PARENT INVOLVEMENT COMMITTEE MEETINGS 2019-2020 School Year

DATE	TIME
Thursday, October 24, 2019	5:30 p.m. - 7:30 p.m.
Thursday, February 20, 2020	5:30 p.m. - 7:30 p.m.
Thursday, May 14, 2020	5:30 p.m. - 7:30 p.m.

CURRICULUM NIGHT

Curriculum Night is an annual event in which teachers are given an opportunity to communicate key components of the elementary program. Since this is often the first contact a parent has with the school, it is important that the entire staff present a positive, professional image. Some of the items to creating this professional climate are:

1. A clear presentation of your curriculum including your goals, expectations, and homework policy.
2. A display of the materials (*texts, supplemental materials, etc.*) used in your class.
3. Bulletin boards, relating to the subject area, containing examples of student work.
4. A neat attractive room.
5. A sign-up sheet for future conferences will help parents to understand that curriculum night is not an individual conference period.
6. A request for parent participation in the child's educational process.
7. An opportunity for parents to provide input and to ask questions.

Parents expressing concerns which are not relevant to the purpose of curriculum night should be Asked to schedule a future conference appointment, or directed to administration.

PARENT TEACHER CONFERENCES

PREPARATION BEFORE THE CONFERENCE:

1. Collect samples of individual student work to show improvements made during grading period. Work must also illustrate your evaluation of the pupil's strengths and/or weaknesses.
2. Complete and send home the conference appointment form. If the form is not returned or the date and time is not acceptable, please call the parents to confirm or reschedule the appointment.
3. Decide and document the comments and suggestions to be made to the parents.

Purpose:

- ❖ Moves the conference along.
- ❖ Establishes purpose of conference (to report progress, to discuss specific problems or needs, to explain strengths or weaknesses, to interpret school policy.
- ❖ Reduces the possibility of forgetting to include some information.
- ❖ Serves as a record of the information discussed and insights gained from the parents.
- ❖ Helps the parents to recall the conference.

PARENT/TEACHER CONFERENCE

1. Put a few adult-sized chairs outside the classroom for waiting parents.
2. Have a table with two or three adult-sized chairs along with your conference folder or summary sheets and pupil work folders ready.
3. Greet the parents as they enter your door.
4. Begin the conference on a positive note in order to lead the discussion into an evaluation of the pupil's work.
5. Substantiate the pupil's progress by records, samples of work, and teacher observation.
6. Avoid usage of technical jargon as parents may misinterpret what is said.
7. Help the parents to comment on the pupil and discuss an evaluation or solution to a problem.
8. Record information data given by parents.
9. Be constructive throughout the conference.
10. Document the conference comments and suggestions in writing before the parents leave.
11. Walk the parents to the door. Keep a copy of the documentation in your files.

TIPS TO TEACHERS REGARDING PARENT-TEACHER CONFERENCES

Teachers, like most professionals, have developed their own special language. There are many expressions which we use that may leave a false or undesirable impression. Here is a list of expressions which may leave a negative impression; with a kinder, more positive phrase which might be used.

NEGATIVE EXPRESSIONS	MORE POSITIVE EXPRESSIONS
Must	Should
Lazy	Can do more when he/she tries
Troublemaker	Disturbs class
Uncooperative	Should learn to work with others
Cheats	Depends upon others to do his/her work
Impertinent	Discourteous
Steals	Without permission
Unclean	Poor habits
Disinterested	Complacent, not challenged
Stubborn	Insists on having his/her own way
Liar	Tendency to stretch the truth
Wastes Time	Could make better use of time
Sloppy	Could complete work more neatly
Mean	Difficulty in getting along with others
Poor grade of work	Below his/her usual standard
Clumsy	Not physically coordinated
Never does the right thing	Can learn to do the right thing
Below Average	Could do better work
Truant	Absent without permission
Stupid	Can do better with help

PHILOSOPHY OF EAST CLEVELAND CITY SCHOOL DISTRICT

The East Cleveland City School District exists to help all children realize optimum personal development and to participate in and contribute to their democratic society. As vital parts of the East Cleveland community, the schools serve as social and educational centers.

The instructional program emphasizes mastery of fundamental skills while recognizing the dignity and worth of each individual. Our staff must not only impart knowledge, but must also help each student develop a sense of personal responsibility. Children should aspire to achieve to their maximum abilities, displaying determination and perseverance in their studies. In all school programs, the District will stress the importance of cooperation and service in daily living. Furthermore, the District will encourage flexibility within the curriculum enabling students and teachers to adjust to an ever-changing world.

School administrators represent only one aspect of the District's leadership structure. Teachers are extremely valuable in matters of curriculum, classroom management, selection of educational resources, and many other aspects of the schools' programs. Local college faculty members have demonstrated their willingness to assist the East Cleveland City Schools, and the Board will fully utilize their expertise and assistance.

Parents also represent an essential component in the education of their children. The Board will strive to encourage parental participation in every aspect of school operations. Parental involvement may occur within existing organizational frameworks or may require the creation of innovative programs.

The Board also recognizes the importance of listening to and acting upon the expressed needs and aspirations of our students. Students in all of our schools will have a forum where their wishes will be heard and considered objectively.

Regarding curriculum development, the Board feels that there is an urgent need for continuous modification and improvement reflecting the roles and contributions of all groups — racial, ethnic, and religious — within the larger context of American society. The Board will insist that such curricular modifications take place at all grade levels in a judicious fashion as quickly as possible.

The Board will continue to promote improvements in all areas of education within the District. The Board has no intention of favoring one component of the educational process over another. We will direct immediate attention to improving communication among schools. When individuals or groups from any part of the school community have questions regarding District policy and operation of the schools, it is our intention that immediate and definitive answers will be available.

Finally, the Board, which is composed of elected representatives of our community who are charged with the responsibility for the education of our youth, will dedicate itself to promoting positive change impacting all aspects of the educational process. The Board will constantly seek to listen to concerns and evaluate new programs which are brought before it. The East Cleveland Board of Education, by adapting to societal change without losing sight of its overall purpose, will continue to bring to this community the best possible educational system for the District's children.

SCHOOL PHILOSOPHY

The main thrust of education should be to provide essential learning for the promotion of individual independence and citizenship.

The efforts of education should be continually geared toward the production of a higher level of intelligence in the community.

It is the aim of the East Cleveland Elementary Schools to help each student:

- ❖ Recognize the talents in him/herself and in others, and respect and develop them.
- ❖ Accept with respect and patience the limitations in him/herself, in others, and in life situations.
- ❖ Develop convictions and competent decision-making skills.
- ❖ Acquire proficiency and clarity in oral and written communication.
- ❖ Achieve understanding in computation and problem-solving.
- ❖ Explore the basic concepts of science and social studies.
- ❖ Appreciate the cultural heritage and aesthetic value in art, music, and literature.
- ❖ Understand, interpret, evaluate, and appreciate what he/she sees, hears, and reads.
- ❖ Develop habits of healthy living and skills for physical fitness.
- ❖ Develop habits of life-long learning.

MISSION STATEMENT

Our mission shall be embodied in the philosophy of the East Cleveland City School District:

- ❖ Central to the ideal is the primary objective that all teachers will teach and all students will learn. This must take precedence over all other activities. Teachers will be encouraged to use and share successful strategies, to remain current in their field and to develop new skills through inservice training. We shall be committed to the principle that all students are capable of learning and to the facilitation of that process.
- ❖ The administrative, instructional and supportive staff will be organized to provide consistent, quality, and visionary instruction and promote a spirit of cooperation. Through communication collegial decision-making will be encouraged.
- ❖ To assure that all students receive maximum learning opportunities at appropriate levels and rates, frequent monitoring of student progress will occur.
- ❖ School pride and enhancement of the learning environment shall be developed to create the appropriate behavior consistent with the expectations of students, parents and educational staff. Self-discipline shall be encouraged to lead our students to practice good citizenship.

We are directed by the District's commitment to excellence and in partnership with the community to serve the needs of our student population by providing:

- maximum learning opportunities,
- quality and visionary instruction,
- a dedicated and knowledgeable staff,
- a sound fiscal management, and
- a safe orderly environment,

which will develop citizens possessing useful social, thinking, and communication skills, self-esteem, respect for others, and who can continue to learn and adapt to change in a global society.

EAST CLEVELAND CITY SCHOOL DISTRICT

OUR MISSION

We will provide the children of East Cleveland with the academic and social-emotional preparation to succeed in the college and/or career pathway of their choice.

FIVE COMMITMENTS

1. Turnaround Leadership
2. Transformative Instruction and Supports
3. Talent Management
4. Together WE are East Cleveland
5. Transparent Finances and Operations

Our Vision

“The East Cleveland City School District will be the model urban school system for student achievement focused on the whole child.”

SEVEN FACTORS OF HIGHLY EFFECTIVE SCHOOLS

1. A SENSE OF MISSION

East Cleveland City School District's Elementary Schools have made a conscious decision to become effective and that is our mission. A collegial decision and commitment is made to assure minimum mastery of basic school skills for all pupils.

Pupil acquisition of basic skills takes precedence over all other school activities and, when necessary, school energy and resources are diverted from other activities to achieve that end.

2. STRONG BUILDING LEADERSHIP

East Cleveland City School District's Elementary Schools have principals who are the instructional leaders of the staff. They try to be creative, bold, supportive, and dedicated to the mission of the school. They are active and involved with all parts of their educational community.

3. HIGH EXPECTATIONS FOR ALL STUDENTS AND STAFF

East Cleveland City School District's Elementary Schools expect teachers to teach and pupils to learn. Standards are high but realistic. No student is allowed to attain less than minimum mastery of the basic skills of the assigned level.

The teachers believe they have the ability to provide the required instructional program and that all students can master the basic skills they teach.

4. FREQUENT MONITORING OF STUDENT PROGRESS

East Cleveland City School District's Elementary Schools have teachers and principals who are constantly aware of pupil progress in relation to the instructional objectives.

Frequent monitoring of pupil progress may include classroom testing on the day's lesson, or criterion-referenced system-wide testing measures.

5. A POSITIVE LEARNING CLIMATE

East Cleveland City School District's Elementary Schools have an atmosphere that is orderly without being rigid, quiet without being oppressive, and generally conducive to the instructional mission. The climate is warm and responsive, emphasizes cognitive development, is innovative, and provides a student support system.

6. SUFFICIENT OPPORTUNITY FOR LEARNING

East Cleveland City School District's Elementary Schools emphasize more time on task. The more time spent on instruction, the greater the learning that takes place. Implications take place for improved use of time, individualized instruction and curriculum content.

7. PARENT/COMMUNITY INVOLVEMENT

East Cleveland City School District's Elementary Schools have broad support. Our parents influence their children in a number of ways: through their expectations for their children; through their own involvement; and through direct instruction.

STANDARDS

FOR OHIO’S TEACHERS



Teachers understand student learning and development, and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students’ diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.



Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.



Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate with and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.



Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.
- Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.



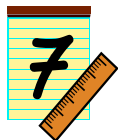
Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.



Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.



Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

OHIO STANDARDS



FOR PROFESSIONAL DEVELOPMENT

High quality professional development (HQPDP) is a purposeful, structured and continuous process that occurs over time.

- The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.
- Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.
- Professional development supports and advances the leadership capacity of all educators.
- Educators in small learning teams engage in sustained and ongoing professional development experiences.
- The structure and culture of the educational community supports professional development as a necessary condition for improvement.
- Resources are allocated for planning, implementing and supporting professional development.



High quality professional development (HQPDP) is informed by multiple sources of data.

- School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.
- Educators analyze their practice and examine multiple sources of data to determine the focus and content of their professional development plan.
- Educators study the research that support claims made by advocates of a particular approach to instructional improvement or whole school reform.
- Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.



High quality professional development (HQPDP) is collaborative.

- Professional development provides ongoing opportunities for educators to work together.
- Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.
 - Professional development incorporates communication technologies to broaden the scope of collaboration.



High quality professional development (HQPDP) includes varied learning experiences that accommodate individual educators' knowledge and skills.

- Professional learning opportunities are based on identified needs.
- Professional development includes a variety of learning experiences.
 - Professional development reflects a logical sequence of experiences.



High quality professional development (HQPd) is evaluated by its short- and long-term impact on professional practice and achievement of all students.

- Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
- Professional development is evaluated by evidence of new skills applied to practice.
- Professional development is evaluated by the extent to which organizations change to improve.
- Professional development is evaluated on its impact on achievement of all students.
- The professional development process is evaluated.



High quality professional development (HQPd) results in the acquisition, enhancement or refinement of skills and knowledge.

- Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.
- Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.
- Professional development enhances understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners.
- Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- Professional development provides educators with tools to engage students, families and communities in improving student achievement.

CONTINUOUS IMPROVEMENT PLAN

EAST CLEVELAND CITY SCHOOL DISTRICT'S CONTINUOUS IMPROVEMENT PLAN has two major goals. While the Plan serves as the roadmap for student academic improvement in the District, these goals represent key areas by which strategies and interventions will be focused throughout the District. Additionally, the District CIP serves as the model for building and department continuous improvement plans. Specifically, all of the aforementioned plans must reflect the District CIP and goals.

The District Continuous Improvement Plan has been revised to reflect the areas by which the Ohio Department of Education conducts its onsite evaluations. By reflecting on those areas that are present in high performing school districts, East Cleveland will remain diligent in adhering to the continuous improvement plan, thereby ultimately improving student academic performance.

GOALS

Goal 1: All students in the East Cleveland School District will show improved achievement outcomes through the delivery of timely, rigorous, appropriate instruction that utilizes differentiation strategies daily in Reading, Mathematics and Science.

Goal 2: The District will provide learning environments that are safe, drug free, inviting and promote high expectations for all students as evidence by 5% increase each year relative to attendance, a 25% yearly decrease in discipline occurrences, and a 5% yearly increase in the graduation rate.

CONTACT THE OFFICE OF THE CHIEF EXECUTIVE OFFICER AT 268-6580 FOR ADDITIONAL INFORMATION ABOUT THE EAST CLEVELAND CONTINUOUS IMPROVEMENT PLAN.

EAST CLEVELAND CITY SCHOOLS

COMPUTER NETWORK / INTERNET ACCEPTABLE USE POLICY

*“We will provide the children of East Cleveland
with the academic and life skills needed for each
and every one to be a success in the 21st Century.”*

In support of our mission, the East Cleveland City School District provides a computer network with access to the Internet for use by East Cleveland students, staff, and community volunteers. The purpose of this network is to prepare our children to compete in a global society by facilitating access to resources, resource sharing, research, and communication. This network is to be used only for legitimate educational, research and administrative purposes consistent with district policy and educational objectives. Each user, as well as a parent or guardian of students, must read and sign the Acceptable Use Policy before being given access to the Internet or electronic mail resources via this computer network. The signature indicates that the party has read and understands this policy, and agrees to abide by its terms and conditions.

Users will be able to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Some material may contain items that are defamatory, inaccurate, controversial, or potentially offensive. The East Cleveland City School District does not condone the use of such material and denies any responsibility for the accuracy, quality, or completeness of any information available on the Internet.

Access to the East Cleveland computer network is a privilege, not a right. Access entails responsibility. Users of the network are responsible for their behavior and communications over the network. The District is not responsible for the communications of individuals using the network.

Network storage areas are the property of the school district. Users should not expect that files stored on district servers will always be private. Network administrators may review the files and communications to maintain system integrity.

Users are responsible for the proper use of their account. Passwords are to be kept confidential. Access to the system via someone else's account or password is prohibited. No attempts should be made to gain unauthorized access to system programs or computer equipment.

Personal information such as address, telephone number, credit card number, bank account number should not be revealed.

The computer network may not be used for personal financial gain, partisan, political, or illegal activities including, but not limited to, harassment, unauthorized copying or transmission of copyrighted material, obscene, vulgar, threatening, abusive, defamatory, and discriminating remarks.

Vandalism, including uploading or downloading of damaging data or illegal software, is prohibited.

Unauthorized access, use, disruption, destruction, or alteration of information, or equipment is prohibited.

Violation of this Acceptable Use Policy may result in loss of access and could result in other disciplinary and/or legal action.

STAFF CONDUCT

District employees are expected to conduct themselves in a professional manner at all times, especially when engaged in the activities of educating or supporting the education of the District's students. They are to follow all of the state and federal laws and regulations required of them and the policies and procedures of the Board of Education and directives and recommendations from their supervisors. Employees are to strive to keep current with not only the latest educational aspects of their positions, but with all aspects of their particular duties.

Staff members shall not leave students unsupervised and shall strive to provide a safe learning environment for students and staff. Only staff members or other qualified adults shall be permitted to supervise students.

The Board believes that an appropriately dressed employee is a more suitable role model. Personal appearance also has direct bearing on teaching and support staff authority, confidence, and the self-esteem of students, administrators, and other staff. Therefore, the dress, grooming, and personal hygiene of each employee must be appropriate at all times and:

1. Present a professional, identifiable appearance for students, parents and the community;
2. Promote a positive work environment;
3. Foster respect and confidence;
4. Ensure safety.

The Chief Executive Officer, Treasurer, and Business Manager shall file the appropriate Ohio Ethics Commission disclosure statement, as set forth in O.R.C. §102.02. The aforementioned administrators shall not use or authorize the authority or influence of office or employment to secure, promise, offer, solicit, accept, or give of anything of value that is of such a character as to manifest a substantial and improper influence upon such administrator.

Harassment, Intimidation, and Bullying of Board Employees

The Board strives to maintain a work environment which is free from all forms of harassment, intimidation, and bullying. This commitment applies to all District operations, programs, and activities. Administrators, teachers, staff, and all other personnel are responsible for avoiding, discouraging, and reporting harassment, intimidation, and bullying. This policy applies to conduct occurring on school property and at activities sponsored by the Board.

In accordance with this policy, "harassment," "intimidation," and "bullying" mean any intentional written, verbal, electronic, or physical act that an employee has exhibited toward another employee more than once, and the behavior both:

1. Causes mental or physical harm to the employee; and
2. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive work environment for the other employee.

Complaint Process

Employees may file reports of conduct that they consider to be harassment, intimidation, or bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential witnesses. Such reports shall be filed with the building principal for review and action.

Investigation

1. The principal shall meet with the complainant within a reasonable period of time from the time of making the complaint. However, the principal is urged to meet with the complainant as soon as possible.
2. Following the meeting with the complainant, the principal shall conduct an investigation to determine if harassment, intimidation, or bullying has occurred. The investigation shall include a conference with the accused and the complainant, as well as any and all other methods which are considered necessary to determine whether harassment, intimidation, or bullying has occurred.

Post-Investigation Procedures

1. Upon conclusion of the investigation, the principal shall produce a written report. The report shall include a determination of whether the accused was found to have engaged in harassment, intimidation, or bullying, was found not to have engaged in harassment, intimidation, or bullying, or whether the investigation was inconclusive. A copy of the report shall be sent to the Chief Executive Officer or his/her designee.
2. A finding of no harassment, intimidation, or bullying or inconclusive evidence shall end the investigation.
3. If harassment, intimidation, or bullying is found to have occurred, the principal shall recommend what steps are necessary to ensure that the harassment, intimidation, or bullying is eliminated for the victim and other individuals affected by the harassment, intimidation, or bullying and to correct its effects on the complainant and others, if appropriate. The Chief Executive Officer may initiate disciplinary measures, up to and including termination of employment.

The Board will impose disciplinary action on individuals engaging in any of the following prohibited acts:

1. Retaliating against a person who has made a report, filed a complaint, served as a witness, or provided information to the Board regarding an allegation of harassment, intimidation, or bullying.
2. Filing a malicious or knowingly false report or complaint of harassment, intimidation, or bullying.

3. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, intimidation, or bullying if responsibility for reporting and/or investigating such charges is part of the employee's supervisory duties.

CLASSIFICATION OF VIOLATIONS

Employees violating the within rules and the reasonable instructions of the administration are subject to any reasonable disciplinary action in accordance with the practice of progressive discipline which may range from a verbal warning, to written warning, to suspension with or without pay or to termination of the contract. The seriousness of the offense will determine what discipline is warranted. All disciplinary action must be in accordance with Article V., D., 1., of the Agreement between the Board and the East Cleveland Education Association (ECEA) and Article XVIII of the Agreement between the Board and O.A.P.S.E. Local 181 (OAPSE).

It is recognized that it is impractical to set forth a numerical equation for administering discipline since circumstances vary from one instance and individual to another. Action by a supervisor or administrator will come after investigating the facts and weighing the relative seriousness of the infraction. The Chief Executive Officer will suspend employees and recommend to the Board termination of contracts. Conduct which would result in discipline of employees will be classified as follows.

Minor violations: Included in the regulations which follow this policy is a partial list of infractions which are minor in nature. An employee guilty of such infraction is subject to any reasonable disciplinary action depending upon the frequency of previous disciplinary action applied to the progressive disciplinary process. Disciplinary action in this category may begin with informal undocumented verbal warnings, formal documented verbal warnings given in the presence of an ECEA or OAPSE Representative, one or more written reprimands, not to exceed two (2), suspensions and termination.

Major violations: Included in the regulations which follow this policy is a partial list of infractions which are major in nature. An employee guilty of such infraction is subject to any reasonable disciplinary action depending upon the frequency of previous disciplinary action applied to the progressive disciplinary process. The perceived seriousness of violations of the District's policies at this level may warrant no less than a written reprimand, suspension and or termination.

Intolerable violations: Included in the regulations, which follow this policy, is a partial list of infractions which will not be tolerated by the Board. An employee guilty of such infraction is subject to any reasonable disciplinary action herein above stated including immediate suspension and termination.

The Chief Executive Officer from time to time, and within his/her discretion may amend the following procedures and criterion, specifically, conduct not now proscribed which he/she deems to be improper, unprofessional or of such nature as to endanger fellow employees or students, with injury to life and limb, or damage to property of the Board or to others.

LEGAL REFS: ORC 3319.31; 3319.36

CROSS REF.: ECEA Agreement and OAPSE Agreement

MINOR VIOLATIONS

The following is a list of offenses which are minor violations and are set forth herein for purposes of notification to the employee that they are minor violations, and by way of illustration of other proscribed conduct of similar nature which is unprofessional or which is of such a nature as to endanger life or limb of another or could cause damage to property.

1. A single absence which does not apply to any of the leaves granted either by Board policy or through contract. Failure to complete the sick leaves affidavit. Failure to call the substitute center prior to 7:00 A.M.
2. Lateness arriving to work, failure to be at assigned station on time, leaving assigned station prior to time, leaving the school grounds prior to the end of the assigned day, the school day or the assigned time.
3. Use of language towards students or fellow employees, which can be considered as abusive or unprofessional, or of a nature, which would incite another to fight, retaliate or of a nature so as to incite another to commit an assault.
4. Negligence or careless risking, but not involving injury to personnel, or students or damage to property, e.g., leaving a class or students unattended or without supervision.
5. Improper use of tools, equipment, supplies or waste materials, supplies, etc., or unauthorized use of tools, equipment, supplies and materials.
6. Conduct unbecoming an employee while on campus or at a school-sponsored function.
7. Other offenses of a similar nature.

MAJOR VIOLATIONS

The following is a list of offenses which are major violations and are set forth herein for purposes of notification to the employee that they are major violations, and by way of illustration of other proscribed conduct of similar nature which is a serious breach of professional conduct or which does, in fact, cause injury to another or cause damage to property.

1. Insubordination or failure to follow reasonable directions of a supervisor or another with the authority to supervise.
2. Physical contact with another, whether or not it is a result of provocation, verbal or physical assault, including fighting or horseplay which includes physical contact.
3. The administration of corporal punishment.
4. Negligence or carelessness which results in injury to another, or damage to property.
5. Violation of OSHA rules and regulations or any Board-stated rules or of safety rules which are common to the area of teaching or work which result in injury to self or to another or damage to property.
6. Conversion of equipment, tools, or materials, etc., for personal use.

7. Possession of intoxicating substances, including alcoholic drinks, and other substances whose purpose for possession would be to become intoxicated or induced into a high, and any controlled substances as defined by the Ohio Revised Code, the use of any said intoxicating substances as defined by the Ohio Revised Code, the use of any said intoxicating substances while on school grounds or while on assigned time, on campus or off campus, or on the job with evidence of having consumed an intoxicating substance whether or not consumed off campus.
8. Gambling on school premises, or while on assigned business of the Board of Education.
9. Sleeping during assigned time.
10. Repetition of any offense defined as a minor or major offense, after having been warned or disciplined of said minor or major offense.
11. No employee shall have a student work on his/her home, or work on any other endeavor for which the employee is to be paid by another, wherein the student is either not paid at least the minimum wage along with the other benefits required by law and/or the student's work is a requirement in a course or for securing a grade.
12. No employee shall have worked on, in a District class, any property other than his/her own. No employee shall receive money for work done by the school as part of the curriculum.

INTOLERABLE VIOLATIONS

The following is a list of offenses of an intolerable nature and is set forth for purposes of naming the intolerable violations and as illustrative of other violations of such a nature that they are termed to be intolerable in the conduct of school business or of such a nature as to cause physical injury to another or damage to property.

1. Dishonesty, including but not limited to falsification of school records and perjury.
2. Stealing while on duty, or stealing school property, or stealing property of another in relations to school activity.
3. Subversive activities.
4. Other than for classroom purposes (JROTC and Criminal Justice), the possession of firearms or other weapons on school premises, and the using of any implement upon another, or the threat of using any implement as a weapon to hurt another or destroy property.
5. Introduction, use, possession or distribution of narcotics and other controlled substances while on duty or on campus.
6. Possession or drinking of intoxicants while on school premises or at school-sponsored functions in the presence of students.
7. Striking or otherwise physically abusing another as an instigator.
8. Willful or purposeful damage to school property, or to property of fellow-employees or students.

9. Revealing to unauthorized person's confidential information.
10. Making of false or unfounded claim of injury for leave or disability or any application for which payment is to be received by the employee therefore.
11. Conviction of a felony, or a misdemeanor involving moral turpitude, the knowledge of which affects the teacher's ability to be an example to students.
12. Permitting hazing or participating in hazing in which a student is injured.
13. Other offenses of similar seriousness.
14. Engaging in voluntary or involuntary sex acts on school property.
15. The grounds for termination stated in ORC. Sections 3318.16 and 3319.081.

SUGGESTIONS FOR CLASSROOM MANAGEMENT

1. GET A GOOD START

- A. Have completed lesson plans.
- B. Introduce yourself to the parent of your pupils, as soon as possible.
- C. Have materials ready.
- D. Have routine matters well organized (*attendance, ventilation, and lighting, opening exercises, collection of homework, grading of work, student feedback, restroom breaks, pencil sharpening procedures and dismissal procedures.*)
- E. Secure attention before beginning class.
- F. Know the names of the pupils and have name tags on each desk.
- G. Give pupils responsibilities for ownership of room.
- H. Let your voice and manner be an example.
- I. Role model for children – appropriate dress; a notch above what you might wear on a typical day is expected.

II. KNOW YOUR PUPILS

- A. Know them as individuals.
- B. Know the interrelationship of the group.
- C. Know the group characteristics and the development process of the group.
- D. Help the pupil to see his/her responsibility to the group.
- E. Help the pupil to grow in self evaluation.
- F. Give every pupil an opportunity for successful participation.
- G. Develop good pupil-teacher relationships by establishing a balance between freedom and control.
- H. Be consistent in the application of posted rules and consequences.

BULLETIN BOARDS

Today's ad conscious students respond enthusiastically to visual media. Posters, banners, and signs often decorate their walls at home. The same elements that attract them – human and striking design – can be equally effective in the classroom. What appears on the display areas of the classroom and the arrangement of these materials determine, to a high degree what motivates students, what is learned, what standards of performance are established, and how interest is created and sustained. Alive, stimulating, and well-planned bulletin boards give a classroom an extra margin of prestige that permeates the entire learning experience.

FIRST CONSIDERATIONS:

1. Decide what your bulletin board is going to do. Is it to stimulate interest? Is it interactive and standards-based? Is the feedback specific and standard-based?
2. Determine the maturity of its prime viewers. Younger children are pleased with simplicity whereas older ones need more sophisticated color and want ideas that are challenging.
3. Room colors must be taken into account when selecting the appropriate color combinations used in creating a display.
4. Change is basic to continuing interest. Overdue bulletin boards pay no educational dividends. Establish a three week rotation for displays.
5. Build a master schedule for your displays. Plan so that all need not be changed at the same time.
6. Captions can add or detract. Don't say too much. Let the big picture carry the message.

EVERY BULLETIN BOARD CAN:

1. Teach anything
2. Give recognition to achievement
3. Enhance the room's appearance
4. Develop deeper understandings
5. Stimulate new interest
6. Reflect the personality of the teacher and class

Remember that bulletin-board ideas are endless. Every idea may be displayed in a dozen different ways. For the amount of time, effort, and planning that go into it, the bulletin board pays good dividends.

It is the teacher's responsibility to maintain bulletin boards relevant to current units of study.

SUPPLIES

Teachers needing supplies are to sign up before school for the materials. Pick-up time is 8:00-8:25 a.m. two school days after request is made. The materials and locations are as follows:

Materials\Location of Materials & Sign-up Sheet

Office supplies

Note pads

AUDIO-VISUAL

The showing of videos is to be tied to instruction as noted in lesson plans. Videos therefore should be rated G. Videos rated other than G requires parent permission. Under no circumstances are our students to be viewing rated R videos.

LIBRARY

The library is a valuable resource which can be used to enhance the curriculum. The library experience is an extension of classroom learning. Regular use of the library is an enjoyable habit that all can benefit from for the rest of their lives.

The teacher will provide instruction for specific library and research skills in all content areas. These skills are increasingly important in today's every-changing society. Therefore, it is the classroom teacher's and librarian's responsibility to plan and schedule visits to the library, which will supplement regular classroom activities.

East Cleveland City Schools

FUND RAISING ACTIVITIES

FUND RAISING POLICY

All money raised by student organizations must be expended for the benefit of the students.

APPROVAL REQUIRED:

Only approved fund raising activities may be scheduled.

1. The organization sponsor must complete the top half of a fund raising projection form.
2. The completed form will state the purpose of the activity and the type of fundraiser.
3. The sponsor will submit the completed form to the building administrator for approval at least two (2) weeks prior to the start of the fund raising activity.
4. The signed form must be submitted with the requisition to create a purchase order.

NOTE: MERCHANDISE SHOULD NOT BE ORDERED UNTIL A SIGNED PURCHASE ORDER HAS BEEN RELEASED BY THE TREASURER'S OFFICE.

AN ACCOUNTING MUST BE MADE OF ALL ITEMS PURCHASED FOR RESALE.

THE SPONSOR OF A FUND RAISING ACTIVITY SHALL PREPARE A PROJECTION FORM PRIOR TO THE START OF THE SALE.

1. The projection sheet will be filed in the Treasurer's office and with the building cashier.
2. The sponsor is responsible for keeping accurate records for all fund raising activities. Such records include :
 - a. Distribution lists
 - b. Daily collection reports
 - c. Receipts for money turned in to the building cashier.
3. At the conclusion of the fund raising activity, the sponsor shall complete the bottom portion of the projection form. The information should include:
 - a. The purchase order number (s) for merchandise ordered
 - b. Number of units ordered
 - c. Unit price
 - d. Total cost
 - e. Less cost of returns.
 - f. Total cost to be accounted for
 - g. Total money deposited with Treasurer's office
 - h. An explanation for any difference.
 - i. Signature of sponsor and building administrator
4. All records including the completed projection form shall be filed with the building principal or building cashier.
5. The building will forward a completed sales projection form to the Treasurer's office.
6. All money collected for a fundraiser is to be deposited with the building cashier on a daily basis.

FUND RAISING ACTIVITIES BY INDEPENDENT OUTSIDE GROUPS

Independent outside groups usually consists of Parent Teacher Associations and Booster Clubs.

These organizations will manage their own finances when conducting fund raising activities and make donations to the school or organization as they elect. Such contributions may be designated either for a specific purpose or for expenditures at the discretion of the principal.

The principal, building cashier, or other staff member may not be involved in receipting, depositing or accounting for activities of any parental group or outside organization during school hours.

FUND RAISING ACTIVITIES

The following Administrative Policy involving fund-raising activities in elementary schools shall be in effect:

- 1) Any individual or group considering any kind of fund-raising activity must secure approval in writing from the principal on the appropriate form prior to any publicity being solicited. Also, complete the "*Sales Project Potential vs. Actual*" form. It shall be the direct responsibility of the board employee under whose leadership such activity is to be conducted, to secure such authorization.
- 2) Any Board of Education employee who does not gain such approval and whose project runs into financial difficulty shall be expected to assume any financial losses. Be reminded that non-payments for materials do reflect upon the total school system, school staff and community.

FUND RAISING ACTIVITY

Name of Organization _____ Date _____

The faculty sponsor(s) of this fund raising activity is directly responsible for payment of all expenses incurred as a result of the activity.

Name of Sponsor(s) _____ Signature _____

Description of activity _____

Purpose of fund raising activity _____

Beginning Date _____ Termination Date _____

All monies obtained from this activity must be deposited daily with the school treasurer.

Approved _____ Disapproved _____

Principal

East Cleveland City Schools Fund Raising Projection Form

This form should be completed and submitted to the building administrator a minimum of two (2) weeks prior to the start of the fund raising activity. The signed copy should be forwarded with the requisition to central office for approval. **Note: Merchandise should not be ordered until a signed purchase order has been released by the Treasurer's Office. All monies collected must be deposited with the building cashier on a daily basis.**

School name: _____ Date: _____

Organization name: _____

Date of fund raising activity: _____

Purpose of Fund Raising Activity: _____

Description of Activity: _____

Company Name and Address: _____

Company contact person: _____

(Attach quote if applicable)

Quantity to Be Ordered _____

Cost Per Unit _____

Sale Price Per Unit (Proposed) _____

Requested By: _____

Approved By: _____

Sponsor (s) _____ Date _____

Building Administrator _____ Date _____

THIS SECTION IS TO BE COMPLETED WHEN PROJECT IS COMPLETED

<i>PO #</i>	<i>Purchased</i>	<i>@</i>	<i>Unit Price</i>	<i>Total Cost</i>	<i>Number Units</i>
		@	\$	\$	
		@	\$	\$	
		@	\$	\$	

Less Returns: _____ @ \$ _____ \$ _____

Total To Be Accounted For _____ @ \$ _____ \$ _____

Total Deposited With Treasurer \$ _____ Amount Unaccounted \$ _____

(Explain on Reverse Side)

Sponsor(s) Signature _____ Date _____

Building Administrator _____ Date _____

Treasurer _____ Date _____

SALES PROJECT POTENTIAL VS. ACTUAL

The Sales Project Potential is a form designed to account for the income (*actual and projected*) from sales 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.

Organization _____
Purpose of Sales Project _____
Company and Address _____
Representative _____
Quantity to be ordered _____
Cost per unit _____
Proposed Sale Price Per Unit _____
Requested by _____ Approved By _____

Sponsor Signature

Principal or Bldg. Administrator Date

Date

Chief Executive Officer

This section to be completed when project is completed.

PURCHASES		UNIT PRICE	TOTAL COST
Less Returns			
Total to be Accounted for			
Total Deposited with Treasurer			
Quantity Unaccounted for (Explain on Reverse Side)			

Sponsor Signature

Principal or Bldg. Administrator Date

Date

Chief Executive Officer

CORRECT SEATING SIZE

A chair and desk of the correct size will do much to improve the child's performance in the classroom.

Correct seating begins with the teacher during the first week of school when the new class convenes. Adjustments within the room should be made to seat each child properly. Continued attention to seating should be given to compensate for the growth of some children.

Furniture swaps with teachers in other rooms may be necessary, but be sure the swapped furniture matches the existing furniture in the rooms. Do this with the assistance of the school custodian and notify the principal.

Notify the custodian if further help is needed to get certain sizes.

Attention should be paid throughout the year as to the condition of the furniture. If the furniture is broken it should be fixed or replaced. Leveling glides can be obtained from the warehouse so that those missing can be replaced in the building.

NO child should be in a broken chair or desk at any time.

GUIDELINES FOR TEACHERS' RESPONSIBILITIES

1. Teachers should be ready to receive students at 8:31 a.m. at all elementary schools. Please greet children in a professional manner and assist with keeping children silent in the hallways. (*No coffee or pop in the hall or room*).

Please note that a child is tardy at the 8:45 a.m. bell.

2. All teachers are to sign-in by 8:00 a.m. The sign-in book will be located on the counter in the Main Office. Anyone who has not signed in by 8:01 a.m. will be marked tardy.
3. Teachers are also responsible for checking their mailboxes in the morning, at lunchtime, and before leaving for the day.
4. Teachers should be out of the workroom by 8:25 a.m. Teachers should not leave their room to run off materials unless it's during planning time.
5. Teachers should pick up their own classes **on time** from the lunchroom and from specials. Only teachers are to deliver children to their classrooms. (Teachers are liable in case of injury, etc.).
6. **Teachers and specialists are not to leave their classes unattended during school hours. If an emergency arises or if a teacher finds it necessary to leave the class, he/she should contact the Main Office/Building Principal – even if the absence will be for a few minutes.**
7. Teachers should use the proper forms provided when sending a child to the dispensary/school nurse's office.
8. Teachers should not enter the supply room for supplies without consent from office personnel. If SUPPLIES are needed, please requisition them through the secretary. The request will be taken care of as soon as possible.
9. Teachers should limit messengers to the Office to one student. K-2 that can utilize two students. All children shall have a pass when in the hallways.
10. Teachers have the authority to correct a child from another class if that child's teacher is not present, and is then to notify the appropriate teacher.
11. Teachers will **NOT HUMILIATE** a student *using derogatory terms*.
12. **No student should be isolated in the hallways for punishment.** Nor should a child be punished by taking away his/her specials. A specialist is not to send a child back to homeroom for discipline. Send the student to the office with a note or properly completed referral explaining the problem.
13. **ALL field trip participants are to have a current permission slip and current emergency medical form with parent signature. Teachers are to take a copy of student roster, permission slip and emergency medical form on the field trip.**
14. **If a student has a note for early release, do not send that student to the office until you have been notified from the office.**
15. **ALWAYS POST YOUR WHEREABOUTS ON YOUR CLASSROOM DOOR – Library, gym, Lunch, Recess, etc. ALWAYS LOCK YOUR ROOM WHEN YOU ARE AWAY.**
16. Specialist classes should not be cancelled or doubled unless approved by the principal at least one week in advance.
17. Teachers are to notify the Food Service Director at least two (2) weeks in advance of their class needing bagged lunches or not eating cafeteria lunches.
18. Teachers are to walk their children to the sidewalk at dismissal time. Teachers will make sure that children exit the building quietly.

SUBSTITUTE FOLDERS

1. Class List, complete with student ID numbers.
2. Copy of emergency medical forms.
3. Resources to support the lesson plans.
4. Schedules.
5. PBIS Incentives (i.e. Cardinal Cash).

CLASSROOM PARTIES

Grades K-6 will have two (2) parties per year. Teachers should confine parties to two hours and make sure they are properly supervised and have educational value.

Grade levels will meet and decide on specific parties and then notify the principal.

****Please inform the children of the school rules on parties.**

ENFORCEMENT AND CONSEQUENCES OF VIOLATIONS

Refer to the Master Agreement relative to teacher responsibilities and discipline.

EAST CLEVELAND CITY SCHOOL DISTRICT'S SEX DISCRIMINATION AND SEXUAL HARASSMENT POLICY COVERING EMPLOYEES

The East Cleveland City School District is mandated to provide a Sex Discrimination and Sexual Harassment Policy Covering employees.

No employee shall, on the basis of his or her sex, be denied equal access to programs, activities, services, or benefits, or be limited in the exercise of any right, privilege, advantage, or opportunity offered by the District.

An employee's right to freedom from discrimination on the basis of sex includes the opportunity to work in an environment untainted by sexual harassment. Sexually offensive speech and conduct are wholly inappropriate to the operation of the School District and will not be tolerated.

It shall be a violation of this policy for any District employee, student, or third party to discriminate on the basis of sex against an employee, or to harass an employee through conduct or communications of a sexual nature as defined below. This includes harassment by a supervisor or another co-employee.

Definition of Sexual Harassment

1. Sexual harassment of employees is unwelcome conduct of a sexual nature. Such conduct can include unwelcome sexual advances, requests for sexual favors, and verbal, nonverbal or physical contacts of a sexual nature when submission to such conduct is made a condition of employment or a basis of an employment decision. Sexual harassment also may be found to have occurred when the above-mentioned conduct has the purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile, or offensive working environment.
2. Sexual harassment, as defined above, may include but is not limited to the following:
 - a) Basing an evaluation, recommendation, transfer, etc. on an employee's refusal or submission to sexual advances.
 - b) Jokes, stories, cartoons, or pictures that convey a sexual message, and/or place the opposite sex in demeaning roles, thereby creating a hostile working environment for the sex which is the subject of the jokes, stories, cartoons, or pictures.
 - c) Unwelcome touching.
 - d) All types of verbal harassment and abuse of a sexual nature.
 - e) Pressure for sexual activity.
 - f) Any other remarks or actions to a person, with sexually demeaning implications.
3. Unwelcome: Conduct is unwelcome if the employee did not request or invite it and regarded the conduct as undesirable or offensive. Acquiescence in the conduct or failure to complain does not always mean the conduct was welcome.

Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. Therefore, filing of a complaint or otherwise reporting sexual harassment will not reflect upon the employee's work status or future employment.

Discipline

A substantiated charge against an employee in the School District shall subject that employee to disciplinary action.

Complaint Procedure

Any employee who alleges sex discrimination or sexual harassment by any District employee, student, or third party may complain to the building principal or immediate supervisor, or directly to the Title IX Coordinator through the Title IX Grievance Procedure as set forth in Board Policy.

The Board of Education hereby designates the Title IX Coordinator for the School District:

Dr. John R. Buckner
East Cleveland City Schools
1843 Stanwood Road
East Cleveland, Ohio 44112
(216) 268-6581

EAST CLEVELAND CITY SCHOOL DISTRICT'S SEX DISCRIMINATION AND SEXUAL HARASSMENT POLICY COVERING STUDENTS

No student shall, on the basis of his or her sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or opportunity offered by the District.

The East Cleveland City School District is mandated to provide a Sex Discrimination and Sexual Harassment Policy Covering Students, therefore be it

No student shall, on the basis of his or her sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or opportunity offered by the District.

A student's right to freedom from discrimination on the basis of sex includes the opportunity to learn in an environment untainted by sexual harassment. Sexually offensive speech and conduct are wholly inappropriate to the operation of the School District and will not be tolerated. This policy or a version which provides students adequate notice of the prohibition against sex discrimination, including sexual harassment, the conduct that constitutes sexual harassment and the complaint procedure for reporting discrimination and harassment shall be included in the student handbooks.

It shall be a violation of this Policy for any District employee, student, or third party to discriminate on the basis of sex against a student, 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 discrimination and/or harassment has occurred or participating in the investigation of the complaint is also prohibited.

Any teacher, counselor or administrator who receives a report, verbally or in writing, from any student regarding sexual harassment of that student 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.

Definition of Sexual Harassment

1. Sexual harassment is unwelcome conduct of a sexual nature. Such conduct can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature, when made by a member of the school staff or a third party (e.g., a visiting speaker or visiting athletes) to a student or when made by any student to another student. Such actions constitute sexual harassment when:
 - a) Submission to such conduct is made, either explicitly or implicitly, a term or condition of a student's education;
 - b) Submission to or rejection of such conduct by a student is used as the basis for academic decisions affecting that student; or
 - c) The conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an education program or activity or creates an intimidating, hostile or offensive academic environment;
 - d) Sexual harassment, as defined above, may include, but is not limited to, the following:
 - 1) Verbal harassment or abuse;
 - 2) Pressure for sexual activity;
 - 3) Repeated remarks to a person, with sexual or demeaning implications;
 - 4) Unwelcome touching; or
 - 5) Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, etc.
2. Unwelcome: Conduct is unwelcome if the student did not request or invite it and regarded the conduct as undesirable or offensive. Acquiescence in the conduct or failure to complain does not always mean the conduct was welcome.

Complaint Procedure

Any student who alleges sex discrimination or sexual harassment by any District employee, student, or third party may complain to a guidance counselor, teacher, Chief Executive Officer, any other school employee whom the student trusts, or directly to the Title IX Coordinator through the Title IX Grievance Procedure as set forth in Board Policy. The person to whom the complaint was made shall within one (1) school day report the complaint to the Title IX Coordinator. If the Title IX Coordinator or Chief Executive Officer is the employee alleged to have engaged in the sexual harassment, the report shall be made to the President of the Board of Education.

The Board hereby designates the Title IX Coordinator for the School District:

Dr. John R. Buckner
East Cleveland City Schools
1843 Stanwood Road
East Cleveland, Ohio 44112
(216) 268-6581

Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. Therefore, filing of a complaint or otherwise reporting sexual harassment will not reflect upon the student's status nor will it affect future employment, grades, or work assignments.

Discipline

A substantiated charge against a student in the School District shall subject that student to disciplinary action, including suspension or expulsion, consistent with the Student Discipline Code.

PROCEDURE FOR SEXUAL HARASSMENT/TITLE IX GRIEVANCE FOR EMPLOYEES AND STUDENTS

The Board of Education, employees, students and third parties shall not discriminate on the basis of sex, including sexual harassment, in any of the program or activities of the School District.

The East Cleveland City School District is mandated to provide a grievance procedure for Title IX complaints for employees and students.

The Board of Education, employees, students, and third parties shall not discriminate on the basis of sex, including sexual harassment, in any of the programs or activities of the School District.

The Board hereby designates the Title IX Coordinator for the School District:

Dr. John R. Buckner
East Cleveland City Schools
1843 Stanwood Road
East Cleveland, Ohio 44112
(216) 268-6581

The Title IX Coordinator's duties shall include, but not be limited to, coordinating the School District's effort to comply with and carry out its responsibilities under Title IX and carry out an investigation of any complaint communicated to the School District alleging its noncompliance with Title IX or alleging any actions which would be prohibited by Title IX in accordance with the procedures set forth hereinafter. The Title IX Coordinator may be assisted by such additional personnel as from time to time may be appointed.

Complaints involving alleged discrimination on the basis of sex in any District program or activity, including complaints of sexual harassment, shall be handled in accordance with the following procedure unless a policy has been adopted to deal with the specific discrimination. If a more specific policy exists, that policy shall be followed.

Step 1: Any student or employee who has a complaint of alleged sex discrimination may attempt promptly to resolve the complaint by discussion with the building principal or immediate supervisor in case of classified employees. If the building principal or immediate supervisor is the subject of the complaint, the complaint may be discussed with the Title IX Coordinator. If the Title IX Coordinator is the subject of the complaint, the complaint may be discussed with the Chief Executive Officer or the Board. The individual who receives the complaint shall keep a written record of the discussion and provide a copy to the student or employee involved.

Step 2: If the complaint is not resolved in Step 1, or if the student or employee elects not to use Step 1, the student or employee may, within ten (10) calendar days of the alleged discrimination, file a complaint in writing with the Title IX Coordinator. The complaint shall be in writing and describe, in as much detail as possible, the facts of the situation, including the following information: name and address of the complainant; the date and nature of the alleged discriminatory act; names of the persons responsible; names of possible witnesses; the relief requested; and any other information thought relevant. The Title IX Coordinator shall provide for interim measures deemed necessary to protect the complainant from further harassment or retaliation during the course of the investigation.

Step 3: Within ten (10) calendar days of receiving the written complaint, the Title IX Coordinator shall arrange a meeting to discuss the complaint with the complainant and/or the person named in the complaint. The Title IX Coordinator may review any relevant documents submitted by either party and interview possible witnesses to the alleged discriminatory action.

The right to confidentiality, both of the complainant and of the accused, 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.

Step 4: The Title IX Coordinator shall give a written answer to the complainant and the person named in the complaint by certified mail, return receipt requested, within ten (10) calendar days after completing his or her review of the complaint. If harassment is found to have occurred, the Title IX Coordinator shall recommend what steps are necessary to ensure that the discrimination and/or harassment is eliminated for the complainant and other individuals affected and to correct its discriminatory effects on the complainant and others, if appropriate.

Step 5: If the decision rendered by the Title IX Coordinator does not resolve the complaint to the satisfaction of the complainant, such person can, within ten (10) calendar days, appeal in writing to the Board. The notice of appeal shall be sent to the Title IX Coordinator and a copy filed with the Treasurer of the Board. Failure to file such appeal within ten (10) calendar days from the receipt of the written memorandum of the Title IX Coordinator's action on the complaint shall be deemed a waiver of the right to appeal. The Chief Executive Officer shall place the matter on the agenda for the next meeting of the Board to be held within thirty (30) days, and the complainant shall be advised in writing of the time, place, and date of the meeting.

The complainant and the person named in the complaint shall receive written notice of the meeting no less than five (5) calendar days in advance of the meeting. The Board shall act upon such appeal officially no later than its next regular meeting following the meeting with the complainant. Copies of the final decision shall be sent to the complainant, the person named in the complaint, the Title IX Coordinator, and building principal or supervisor. The decision of the Board shall be final.

If the grievance cannot be resolved through the above procedure, a request for an official interpretation may be filed with the U.S. Department of Education - Office for Civil Rights, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611.

UNIFORM DRESS CODE

(CAMPUS WEAR)

The East Cleveland City School District recognizes the need to maintain an orderly, appropriate and safe learning environment.

The goal of the Campus Wear (Dress Code) Policy is to place the focus on excellence in education.

Studies indicate that requiring students to wear uniformed dress results in increased attendance and graduation rates and fewer student suspensions.

The Campus Wear (Dress Code) allows the schools to more readily identify unauthorized persons on school property.

The East Cleveland City School District Board of Education authorizes the Chief Executive Officer to implement the current Campus Wear (Dress Code), with the following stipulations effective for the 2019-2020 school year.

- Students will not be permitted to wear T-shirts of any kind. Students will be required to wear shirts or blouses with collars in white, blue, red or black.

Effective for the 2019-2020 school year, the following Campus Wear (Dress Code) will be in full effect as indicated.

BOYS-GRADES KINDERGARTEN THROUGH SEVEN
Solid white, blue, red or black dress shirts (shirts must be tucked in at all times) Solid blue, black or khaki pants Solid blue or black jeans (with no holes, no jeggings or leggings) Solid blue, black or white socks Solid blue, black or white sweaters Solid black dress shoes Athletic (tennis shoes) Solid blue or black belts must be worn on pants with belt loops Solid blue or black blazers, vests or ties (optional)
YOUNG ADULT MEN – GRADES EIGHT THROUGH TWELVE
Solid white, blue, red or black dress (shirts must be tucked in at all times) Solid blue, black or khaki pants Solid blue or black jeans (with no holes, no jeggings or leggings) Solid blue, black or white socks Solid blue, black or white sweaters Solid black dress shoes Athletic (tennis shoes) Solid blue or black belts must be worn on pants with belt loops Solid blue or black blazers, vests or ties (optional) Should seventh grade students be housed at Heritage Middle School, the Young Adult Men Campus Wear (Dress Code) will be applicable to seventh graders.

<p align="center">GIRLS – GRADES KINDERGARTEN THROUGH SEVEN</p>
<p>Solid white, blue, red or black blouses/shirts (blouses/shirts must be tucked in at all times) Solid blue or black skirts, skorts, jumpers (at or below the knee when standing) Solid blue, black, or khaki pants Solid blue or black jeans (with no holes, no jeggings or leggings) Solid blue, black or white sweaters Solid blue or black shoes (two inch heel maximum) Athletic (tennis shoes) Solid blue, black or white socks, stockings or tights Solid blue or black belts must be worn on pants with belt loops Solid blue or black blazers, vests or ties (optional)</p>
<p align="center">YOUNG ADULT WOMEN – GRADES EIGHT THROUGH TWELVE</p>
<p>Solid white, blue, red or black blouses/shirts (blouses/shirts must be tucked in at all times) Solid blue or black skirts (at or below the knee when standing) Solid blue, black or khaki pants Solid blue or black jeans (with no holes, no jeggings or leggings) Solid blue, black or white sweaters Solid blue or black shoes (two inch heel maximum) Athletic (tennis shoes) Solid blue, black or white socks, stockings or tights Solid blue or black belts must be worn on pants with belt loops Solid blue or black blazers, vests or red and black striped ties (optional) Should seventh grade students be housed at Heritage Middle School, the Young Adult Women Campus Wear (Dress Code) will be applicable to seventh graders.</p>
<p align="center">NOT PERMITTED</p>
<p>Baggies or sagging pants/slacks Short pants or three quarter pants/slacks Leather garments Sandals, open toe, backless shoes, stiletto heels and flip flops Ostentatious (intended to attract notice) display of jewelry (chains, earrings) Sleeveless shirts, blouses, halters, midriff tops, T-shirts and stretch pants After five attire Leggings or jeggings Excessive splits in skirts Sweat bands, hair rollers, bandannas, hats, caps, etc. Non-prescription glasses/sunglasses Headphones, CD players, cellular phones, or any electronic devices No insignias that imply membership in an unauthorized organization, club or group Boots above the calf.</p>
<p align="center">PERMITTED</p>
<p>Solid blue, black or white scarves only worn for cultural, religious or documented medical reasons Solid blue, black or white hats only worn for documented medical reasons Clothes worn for religious reasons must be in Campus Wear (Dress Code) colors (blue, black or white).</p>
<p align="center">SPIRIT/DRESS DOWN DAYS</p>
<p>The Board of Education authorizes the Chief Executive Officer to designate spirit/dress down days when deemed appropriate.</p>

CONSEQUENCES RELATIVE TO THE “CAMPUS WEAR” POLICY

The following will serve as consequences for violations of CAMPUS WEAR (Uniform Dress Code) effective with the 2019-2020 school year:

GRADES K-6

1 st Offense	Parent Notification (Via Letter and Telephone Call)
2 nd Offense	Parent Return to School with Student
3 rd Offense	Saturday School or After School Detention
4 th Offense	Intent to Suspend Notification One (1) Day Suspension
5 th Offense	Category II Violation (Chronic Offender/Repeated Violations)

GRADES 7-12

1 st Offense	In-school Suspension
2 nd Offense	Parent Return to School with Student In-school Suspension
3 rd Offense.....	Saturday School or After School Detention
4 th Offense.....	Intent to Suspend Notification 1-2 Day Suspension
5 th Offense.....	Category II Violation (Chronic Offender/Repeated Violations)

Resolution Amended 191/13
August 12, 2013

Adopted by Resolution 117/07
April 16, 2007

EAST CLEVELAND CITY SCHOOLS



STUDENT CODE OF CONDUCT

Philosophy

We believe that discipline is necessary for a school to achieve an effective climate for learning. The best type of discipline is self-discipline. The school staff must foster student growth toward self-control and self-discipline by striking a proper balance between internal and external controls, a balance between incremental student freedom and excessive regimentation in each classroom as well as in the school as a whole.

We believe that discipline and good citizenship are primarily teaching functions of the school staff and secondarily an administrative function of principals. Discipline must be taught, and it can and must be learned by students. Thus, the roots of a well-disciplined school lie in what is learned by students in the total school environment, including the curriculum, classroom and the behavior of other students in classroom and non-classroom areas.

TOGETHER WE ARE EAST CLEVELAND

The East Cleveland City School District will be the model urban school system for student achievement focused on the whole child. We will provide the children of East Cleveland with the academic and social-emotional preparation to succeed in the college and/or career pathway of their choice.

Henry Pettiegrew II, Ph.D., *Chief Executive Officer & Superintendent*

The examples and attitudes of the adults in the building significantly influence the behavior and citizenship of students. When citizenship instruction provided at each grade level and in every course does not produce positive conduct on the part of some students, principals should provide reinforcement and support to teachers by applying other positive and corrective disciplinary measures to referred students.

We believe that quality teaching, consistently experienced by students in all their classes and courses, as well as a positive climate in the school as a whole, will produce interested, motivated, involved, successful learners, and will, as a result reduce the incidence of student misconduct.

We understand that interest, involvement, and assistance in a supportive role with their own children is not only an obligation of parents but also a necessary condition to the success of teachers and principals in bringing about good conduct and good school citizenship on the part of students. To this end, the District expects parents to be responsible in guiding their children and cooperating with school staff members.

ACKNOWLEDGEMENT & AGREEMENT OF STUDENT CODE OF CONDUCT

I, _____ (print student's name) have received and read the Student Code of Conduct for East Cleveland City Schools. I am aware of my rights and responsibilities under the Student Code of Conduct. Furthermore, I understand that acts of misconduct or inappropriate student behavior will result in interventions and consequences as stated under the Code.

Student Signature

Date

Parent/Guardian Agreement

Dear Parent or Guardian:

East Cleveland City Schools believes that you should be informed regarding our effort to create and maintain a safe and secure learning environment for all students. Please read the Student Code of Conduct and sign the document below to acknowledge your receipt and understanding of it.

I am the parent or guardian of the above-named student. I have received and read the Student Code of Conduct. I understand that by signing this document, I agree to support and promote the goals of East Cleveland City Schools and make every effort to work with the school in resolving all disciplinary matters.

Parent/Guardian Signature

Date

POLICY ON STUDENT BEHAVIOR

In order for learning to take place, students must experience a level of safety, respect, and support from educators, non-instructional staff and peers on a daily basis. A culture of positive behavior must replace student discipline issues. Students must be appropriately challenged and encouraged to achieve their academic and career goals, with support from those around them in school.

East Cleveland City School District will focus on supporting the whole child with every student. Teachers will tailor instruction and fully support students with exceptional needs. The District will implement a positive behavior approach (Positive Behavior Interventions and Supports or PBIS) to engage students and will encourage expected behaviors through positive reinforcement along with restorative practices for providing interventions, supports and consequences for negative behavior.

Our vision is to address student behavior through instruction and guidance, positive interventions, restorative practices, working with families, and to utilize community supports and resources to assist our children in meeting District behavioral expectations.

RESTORATIVE PRACTICES

Restorative practices are based on mutual respect and responsibility with embedded principles that focus on repairing and restoring relationships among students, staff and the community. It is our aim to address the school climate, culture, and the social-emotional growth of our students through implementation of these principles. Our vision is to create alternatives to traditional, punitive discipline, which are often exclusionary, and instead keep our kids in school in a safe learning environment. With this philosophy our educators will seek to create a sense of community ownership among our students by empowering our youth to self-regulate without the need for formal discipline.

With these problem-solving strategies included in this Code, East Cleveland City Schools will effect positive change in student behavior and maximize appropriate conduct, promote healing for all those impacted by the behavior, generate social capital, empower victims and their families along with offenders through shared responsibility and constructive resolutions, and engage in collective responsibility for both the victim's and offender's support system for making amends and shaping future behavior. Ultimately, our goal is to reduce problem behavior and improve school culture and climate and academic performance through meaningful instruction and guidance to offer students an opportunity to learn from their mistakes and contribute back to the school community.

POSITIVE BEHAVIOR INTERVENTION & SUPPORTS

Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. PBIS is a multi-tiered framework for implementing evidence-based practices informed by implementation science (Horner, Sugai, & Fixsen, 2016). Rather than being a packaged program or single intervention, the prevention framework is focused on meeting the needs of all students through a continuum (i.e., tiers) of supports. In this continuous improvement model, teams develop a strategic plan that is anchored to core features or guiding principles, including: (a) a prevention-focused continuum of supports, (b) data-based decision-making, (c) regular universal screening and progress monitoring, (d) systems change through ongoing professional development and coaching, (e) team-based leadership, and (f) evidence-based practices for improving learning (Horner, Sugai, & Anderson, 2010). Research has documented the effects of PBIS implementation on important student outcomes (e.g., decreased problem behavior and bullying and increased emotional regulation and perceived school climate), as well as adult outcomes (e.g., decreased burnout and improved staff cohesiveness; Bradshaw, Waasdorp, & Leaf, 2012; Horner, Sugai, & Anderson, 2010; Kelm & McIntosh, 2012; Waasdorp, Bradshaw, & Leaf, 2012).

STUDENT EXPECTATIONS

STUDENT RIGHTS

- ❖ Freedom of inquiry, speech, expression and assembly subject to reasonable limitations upon the time, place, and manner of exercising such rights;
- ❖ Present petitions, complaints or grievances to school authorities and have the right to prompt replies, subject to reasonable limitations upon the time, place, and manner of exercising such right;
- ❖ Use established channels to voice their opinions in the development of curriculum;
- ❖ Equal educational opportunity;
- ❖ Consult with teachers, counselors, administrators and other school personnel at reasonable and appropriate times;
- ❖ Expect fair and equitable treatment from school authorities;
- ❖ Upon request, view the contents of the cumulative academic record and be apprised, with parental permission, of the contents of their supplemental record at reasonable times during school hours;
- ❖ Know the requirements of a course of study and to know on what basis their grade will be determined;
- ❖ Be involved in school activities provided they meet the reasonable qualifications of the sponsoring organization;
- ❖ Procedural due process whenever they are subject to disciplinary action;
- ❖ Act in their own behalf in matters which affect their role as students at the time they become eighteen years of age, except that parents or guardians of an eighteen-year-old dependent student shall receive notification of matters affecting such student.

STUDENT RESPONSIBILITIES

- ❖ Attend school daily, be on time and prepared for classes and pursue their course of studies;
- ❖ Be aware of all rules governing student behavior and to conduct themselves accordingly;
- ❖ Submit to reasonable corrective action or consequence imposed by school authorities;
- ❖ Express their opinions and ideas in a respectful manner so as not to libel or slander others;
- ❖ Dress in a manner which is not disruptive to the educational process and is not threatening to the health and safety of others;
- ❖ Conduct themselves in a manner which will not disrupt or deprive others of their education;
- ❖ Follow established procedures in seeking changes in those policies, rules or regulations which affect them and with which they disagree;
- ❖ Comply with the lawful instructions of school personnel in the performance of their duties;
- ❖ Identify themselves, upon request, to any school District personnel in the school building, on school grounds, and at school-sponsored events, or on school buses.

RESPONSIBILITIES OF ADMINISTRATORS, TEACHERS & STAFF

1. Set standards of student conduct in the classroom, non-classroom areas of the building, on school grounds, and in related school activities;
2. Outline specific types of acceptable conduct;
3. Specify the types of **INTERVENTION PROGRAMS**, support services, and aspects of school climate which will be maintained to develop student values and habits leading to good conduct;
4. Specify the types of **RESTORATIVE MEASURES** that will apply to those students who violate school citizenship standards;
5. Provide for appropriate involvement of the student's parents;
6. Outline the rights of the student and parent in instances of misconduct and application of restorative measures;
7. Provide for faculty in-service as well as periodic faculty evaluation and assessment of school climate and discipline.

All staff members shall support District restorative practices, which are based on mutual respect and responsibility with embedded principles that focus on repairing and restoring relationships among students, staff and the community.

Henry Pettiegrew II, Ph.D.,
Chief Executive Officer & Superintendent

ATTENDANCE POLICY

We all know that attendance is one of the strongest predictors of a student's success. The policy of the East Cleveland City School District mandates that every student enrolled within the District shall attend school every day and on time.

The main focus of the District is to eliminate schools from suspending or expelling students with truancy issues, and to limit a youth's exposure to the juvenile justice system caused by truant behavior. The mediation program will increase the opportunity for parental and family involvement, as well as provide additional tools and flexibility to address the root causes of truancy issues through early identification, mediation, and collaborative relationships, which may also include a District or school absence intervention team, comprised of a team of educators, district representatives and other supportive adults to develop a specialized absence intervention plan for students who are habitually truant. Absence intervention plans incorporate academic and non-academic supports to help the student and remove barriers to regular attendance. Parental involvement and accountability play a significant role as part of the student's absence intervention plan.

East Cleveland City Schools will be a place where students will grow and achieve greatness. The school's role is to light the path to lifelong learning, personal betterment and giving back to the community for every student we have the privilege to educate.

Henry Pettiegrew II, Ph.D.,
Chief Executive Officer & Superintendent

ABSENCE FROM SCHOOL/CLASS

Regular attendance is an important factor in the establishment of a good scholastic record. Work missed through an absence from school is difficult to make up. There is no substitute for the actual participation in the daily classroom discussion and work.

A student shall have the opportunity to make up school work missed due to an excused absence; however, it shall be the responsibility of the student to initiate a make-up procedure and schedule with his or her teacher(s). All make-up work shall be completed within a reasonable time following the excused absence. A student shall receive full credit for school work made up pursuant to an excused absence.

Parents have the responsibility to encourage students to do their best work in school, stress regular and timely school attendance, understand school rules and cooperate with school personnel in enforcing them.

Students have the responsibility to attend school regularly, to be on time to each of his/her classes and to behave in ways, which foster academic excellence and good citizenship.

WORKING TOGETHER WITH FAMILIES

1. The school administrator's office shall have on file a completed Registration Form for each student which includes demographic information and the parent's signature made available for comparative purposes when necessary.
2. At the beginning of the school year, the administrator (or his/her designee) shall inform the students and their parents of the East Cleveland City School District Attendance Policy.
3. The administrator shall inform the students, parents, and/or legal guardians that they have the responsibility of notifying the school by telephone and/or by note if a student is going to be absent or tardy to school. A written explanation regarding the student's absence and/or tardiness shall accompany the student when he/she returns to school.
4. Students transported by board-owned vehicles shall be marked "Excused Tardy" if they are late as a result of transportation problems, inclement weather or similar difficulties.
5. The homeroom teacher shall check attendance daily; and keep an accurate record of each student's attendance, absence; and tardiness where applicable on the appropriate forms.
6. Each classroom teacher shall report all absences daily to the office on the appropriate attendance form.
7. The appropriate school personnel shall contact the parent by telephone whenever a student is absent unless prior contact has been made.

Excused Absence

1. Personal Illness

The approving authority (principal, or his/her designee) may require a doctor's certificate if it is deemed advisable.

2. Quarantine of the Home

Absence under this condition is limited to the length of the quarantine as filed by the proper health authorities.

3. Death in Immediate Family

Absence is limited to a period of three days unless reasonable cause may be shown by the parent/guardian for a longer absence.

4. Observance of a Religious Holiday

Any child of religious faith may be excused for observance of a religious holiday consistent with his creed or belief.

5. Medical appointment

The approving authority may require a written statement from a physician or dentist and an explanation as to why the child's absence was necessary.

6. Emergency or other set of circumstances

Circumstances which, in the judgment of the Chief Executive Officer or his/her designee, constitutes a good and sufficient cause of absence from school.

All other absences will be considered "unexcused."

Truancy

Ohio law provides that a student is considered a "habitual truant" if they have been absent without a legitimate excuse for thirty (30) or more consecutive hours of instruction, forty-two (42) or more hours of instruction within a school month, or for more than seventy-two (72) hours of instruction within a school year.

Students who have been designated a "habitual truant" will be referred to the District's Absence Intervention Team to receive appropriate supports consistent with Ohio law and best practices. Such supports may include, but are not limited to parental notification, a truancy intervention plan, counseling, referrals to parental programs, notification to the registrar of motor vehicles, if applicable, and/or referral to the juvenile court. The District will notify the Ohio Department of Education of habitual truant designations, related parental notifications, related court adjudications, and absence intervention plans as required by law.

RESTORATIVE STRATEGIES – LEVEL I OFFENSES

****Out-of-school suspension/expulsion is not an option for a Level I violation. However, repeated violations may rise to Level II disciplinary action, which may result in a short-term suspension of 1-5 days.**

Student Expectations	Infraction of Expectations	RESTORATIVE STRATEGIES
BE SAFE <ul style="list-style-type: none"> Stay in assigned areas Enter and exit the building as directed Comply with teacher and building procedures related to hall passes and absence from class Comply with all District student dress code guidelines Keep hands and feet to yourself Ask for help if you are not safe 	<ul style="list-style-type: none"> Failure to be in assigned area Skipping Class Leaving a classroom without permission. Turning off classroom or stairwell lights Improper use of school entrance and exit doors Entering or remaining in a classroom, in a school building or on school grounds without an authorized purpose Unauthorized use of school parking lots Trespassing Inappropriate school attire or accessories. “Rough housing/horse play” 	<hr/> <ul style="list-style-type: none"> ➤ Re-teach behavioral expectations. ➤ Parent outreach ➤ Create a behavior contract that includes expected student behaviors, as well as consequences for infractions and incentives for demonstrating expected behaviors ➤ Referral to school support services (i.e., school counselors or social workers) ➤ Referral to peer mediation. ➤ Referral to mentoring program ➤ Have the student choose a method of apologizing or making amends to those harmed or offended ➤ Provide a reflective activity ➤ Short-term behavioral progress reports. ➤ Referral to community service (with parental consent) ➤ In-school suspension time, during which school work is completed ➤ Restitution
BE RESPECTFUL <ul style="list-style-type: none"> Follow directions Obey classroom and building rules Cope when the answer is “no” Respect and accept other individuals 	<ul style="list-style-type: none"> Disrupting class or assembly, including but not limited to electronic devices. Engaging in pranks that do not endanger persons or property Throwing food or objects Use of inappropriate language Objectionable conduct – engaging in minor verbal or physical altercations such as insulting, taunting, or challenging another person under circumstances in which such conduct is likely to provoke a disruptive response Inappropriate public display of affection 	

BE RESPONSIBLE

- Tell the truth
- Do your own work
- Use personal property on school grounds as approved by the District
- Use school property and supplies as approved by the District
- Abide by attendance policy
- Violation of attendance policy
- Sleeping during classroom instruction
- Refusing to identify oneself to school personnel
- Cheating and/or plagiarism.
- Forgery/Fraud/False Identification
- Inappropriate use of electronic device
- Negligent or reckless care of school textbooks, equipment, supplies and facilities

RESTORATIVE STRATEGIES – LEVEL II OFFENSES

**** Repeated Level II offenses may rise to Level III disciplinary action, which may result in suspension for up to ten (10) days with a recommendation for expulsion.**

Student Expectations	Infraction of Expectations	RESTORATIVE STRATEGIES
BE SAFE <ul style="list-style-type: none"> ▪ Solve problems peacefully ▪ Keep hands and feet to yourself ▪ Obey school policy and federal, state and local law with regard to tobacco, alcohol and/or controlled substances ▪ Obey school policy and federal, state and local laws, as well as community expectations with regard to gang affiliation ▪ Ask for help if you are not safe 	<ul style="list-style-type: none"> • Fighting or deliberately provoking/inciting another student to fight • Violent Disorderly Conduct - engaging in a physical or verbal or physical altercations in which such conduct is likely to provoke a violent/physical response • Initiating or participating in a student prank towards another student or district employee or participating in any activity that has the potential of creating an unsafe condition • Hazing • Engaging in gang-related/hate activities included but not limited to writing in gang language or symbols on notebooks/book covers/papers, showing colors/wearing gang 	<p><i>The principal or designee must utilize at least one of their selected strategies used at Level I in conjunction with the selected strategies at this Level.</i></p> <ul style="list-style-type: none"> ➤ Conference with student ➤ Parent outreach ➤ Loss of privilege ➤ Create a behavior contract that includes expected student behaviors, as well as consequences for infractions and incentives for demonstrating expected behaviors ➤ Referral to school support services (i.e., school counselors or social workers) ➤ Have the student choose a method of apologizing or making amends to those harmed or offended ➤ Provide a reflective activity ➤ Short-term behavioral progress reports

BE RESPECTFUL

- Use polite, appropriate and respectful language with all school personnel
- Consider the rights of others
- Comply with anti-harassment and anti-bullying policies

apparel, initiations, intimidation and recognizing other gang members

- Taking part in an unauthorized student demonstration, walk-out, sit-in, etc.
- Interference with or intimidation of school personnel
- Seriously offensive language (profane, obscene, and indecent), gestures, or behavior, based on race, sex, gender, gender identity, religious affiliation or disability, directed at an individual or group
- Written, verbal or physical conduct that is persistent, pervasive and/or severe enough that it causes emotional distress or substantially interferes with educational opportunities, adversely affects the ability of students to participate in or benefit from school programs or causes a substantial disruption to the orderly operation of schools

BE RESPONSIBLE

- Use school property as approved by the District
- Respect other's rights to property
- Comply with District and building rules with regard to school visitors

- Vandalism where damage amounts to less than \$250.
- Minor damage to or destruction of school property or property others
- Stealing or possession of stolen property that amounts to less than \$250
- Assisting an individual in entering the school premises through an unauthorized entrance

- Referral to community service (with parental consent)
- Create home/school communication system
- Restitution
- Require daily or weekly check-ins with administrator for a specific period of time
- Detention
- In-school suspension time, during which school work is completed
- Time in alternative assignment in lieu of suspension not to exceed five (5) days
- File charges if law is broken

RESTORATIVE STRATEGIES – LEVEL III OFFENSES

****Depending on the nature and severity of the offense, the Chief Executive Officer or designee may expel a student for up to eighty (80) days, or under limited circumstances up to one (1) year.**

Student Expectations	Infraction of Expectations	RESTORATIVE STRATEGIES
<p>BE SAFE</p> <ul style="list-style-type: none"> ▪ Obey school policy and federal, state and local laws as it relates to use and/or possession of drugs and/or alcohol ▪ Obey school policy and federal, state and local laws as it relates to possession of a dangerous weapon ▪ Ask for help if you are not safe 	<ul style="list-style-type: none"> • Possession, use, attempting to distribute, sell or being under the influence of illegal or controlled or counterfeit controlled substances including alcohol, narcotics, drugs prohibited by state and federal law, over-the-counter medicines and prescription medications not prescribed for use by the student in possession of them • Possession and/or use of any tobacco product, lighter, matches, pipes, or rolling papers, including e-cigarettes and/or forms of smoking vapor • Possession of a dangerous weapon or a look-alike weapon 	<p><i>The principal or designee must utilize at least one of their selected strategies used at Level I in conjunction with the selected strategies at this Level.</i></p> <ul style="list-style-type: none"> ➤ Conference with student ➤ Parent outreach ➤ Loss of privilege ➤ Create a behavior contract that includes expected student behaviors, as well as consequences for infractions and incentives for demonstrating expected behaviors ➤ Referral to school support services (i.e., school counselors or social workers) ➤ Have the student choose a method of apologizing or making amends to those harmed or offended ➤ Arrange linkage with counseling or mental health agency ➤ Create a home/school communication system ➤ Require daily check-ins with administrator, counselor or social worker for a specific period of time ➤ Identify a mentor and establish a schedule of activities related to school performance ➤ Work with juvenile court to identify opportunities for restitution ➤ Time in alternative assignment in lieu or suspension not to exceed ten (10) days or expulsion (expulsion may be required by law depending on offense) ➤ File charges if law is broken
<p>BE RESPECTFUL</p> <ul style="list-style-type: none"> ▪ Obey school policy and federal, state and local laws as it relates to the rights and protection of others 	<ul style="list-style-type: none"> • Assault against an employee of the District • Making a false report against the District or one of its employees • Assault • Sexual Assault/Battery • Sexting • Robbery • Breaking and entering • False fire alarms or bomb threats/reports • Fireworks • Tampering with fire alarm system • Starting a fire/Arson • Inducing panic • Vandalism where damage is in excess of \$250 	

BE RESPONSIBLE

- Stay out of and way from other people's property and person
 - Comply with District and building rules
- Stealing or possession of stolen property in excess of \$250
Extortion, coercion or blackmail
 -

PARENT/STUDENT RIGHTS

To ensure that the rights of the student have not been violated and that fairness and consistency are practiced, the East Cleveland City Schools shall maintain the following procedures:

EMERGENCY REMOVAL

Students may be removed from the school premises or school activity whenever the Chief Executive Officer, Principal, or designee determines that the student poses a threat to persons, property, or the educational atmosphere of the building.

Except in cases of disruptive behavior that interferes with the normal continuance of the school day, no student shall be removed from the school without proper notification to the parent(s)/guardian.

SUSPENSION

1. The Chief Executive Officer's designee or Principal may suspend a student from school 1-10 days for violation of the Student Code of Conduct following proper notice of intent to suspend and an informal hearing has been held.
2. Prior to suspension, a written notice of the intent to suspend, which shall include the reason, must be given to the student. A telephone call to the parent(s) guardian informing them of this intent shall be made whenever possible.
3. The Chief Executive Officer's designee or Principal/designee must provide the student an opportunity to challenge the reasons for the intended suspension or to explain his/her actions in an informal hearing normally held within 24 hours of the written notice. There need not be any delay between the written notice of intent to suspend and the informal hearing unless requested by the parent, guardian, custodian or student's representative and approved by the Chief Executive Officer's designee or Principal or Principal's designee.
4. Following the informal hearing, a decision will be made to suspend or not. If the decision is to suspend, the suspension may begin immediately.
5. The above proceedings must be followed if the student is to be assigned to an in-school suspension program.
6. Within 24 hours of the student's suspension, the Chief Executive Officer's designee or Principal/designee shall provide written notice of the suspension to the students (parent(s) guardian of the student, Pupil Services and the Treasurer. The notice shall include reasons for suspension, the length of the suspension and the right of the student/parent(s)/guardian and /or representative to appeal the suspension to the designated District appeals officer within fourteen (14) days after the date of the notice of suspension. The notice shall also state that the concerned party has the right to legal representation at appeal proceedings. The notice should also state that the student is not permitted on East Cleveland City School's property or attend any school-sponsored activity during the term of the suspension.

EXPULSION

A student may be expelled from school by the Chief Executive Officer for a period not to exceed beyond the end of the current semester, eighty (80) days, or one (1) year in certain circumstances, or as otherwise authorized by state law.

1. Following a student's violation of the Code of Conduct that rises to the level of suspension or expulsion, written notice and an informal hearing may be held at the building level.
2. After the informal hearing, if the decision is to recommend that the student be expelled, the building principal must provide written notice to the student of this recommendation. The building principal should provide a written recommendation to the Chief Executive Officer's designee.
3. A student may be expelled for violation of the Student Code of Conduct after notice and the opportunity for a hearing have been provided.
4. Prior to expulsion, written notice to the student and parents(s)/guardian of the intent to expel must be provided. This notice shall include the specific infraction charged against the student. The notice shall also inform the student, parent(s) guardian of the time of the opportunity for a hearing between three (3) and five (5) days after notice is given, the place of the hearing and the student's right to representation. The time for the hearing may be extended beyond five (5) days upon request of the student's parent, guardian, custodian or representative if approved by the Chief Executive Officer's designee.
5. After the expulsion hearing, if the decision is to expel, the expulsion becomes effective immediately. Within 24 hours, written notice of the expulsion will be provided to the student, parent(s)/guardian, and the Treasurer. The notice shall also include the reason(s) for the expulsion and the right to appeal the decision to expel to the District's designated hearing officer within fourteen (14) days after the date of the notice of expulsion. The notice must also include the right to legal representation at the appeal and to request the hearing be held in private.

APPEAL

A student or his parent(s) guardian may appeal his/her expulsion or suspension to the designated hearing officer of the East Cleveland City Schools. Because suspension and expulsion commence immediately after the decision to suspend or expel has been made after a hearing, it is the policy of the Chief Executive Officer to provide an appeal as soon as possible.

1. A student or his parent(s)/guardian or representative may appeal his/her suspension or expulsion to the District hearing officer.
2. An appeal must be commenced within three (3) school days of the receipt of the notice of suspension or expulsion by giving written notice of the intent to appeal the suspension to the Principal of the student's school, or in cases of expulsion, by giving written notice to the Chief Executive Officer's designee. The time in which to hold the hearing may be extended at the request of the student's parent, guardian, custodian, or representative if approved by the Principal or the Chief Executive Officer's designee.
3. Such student or his/her parent(s)/guardian or representative may be represented in all such appeal proceedings. At the request of the student or his/her parent(s)/guardian or representative, the hearing officer may hold the hearing in private. The hearing officer will make his/her recommendation to the Chief Executive Officer. The Chief Executive Officer may affirm the order of suspension or expulsion or may reinstate such student or otherwise reverse, vacate or modify the order of suspension or expulsion. No student shall be suspended or expelled from any school beyond the current semester, eighty (80) days or for an entire school year, or as otherwise authorized by state law.
4. The hearing officer shall make a verbatim record of the hearing held under the above paragraph. The decision of the hearing officer may be appealed under Chapter 2506 of the Ohio Revised Code of the State of Ohio.

SEARCH AND SEIZURE

East Cleveland City School District recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion or in unreasonable manner.

School authorities are charged with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search the person or property, including vehicles, or a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules. The extent of the search will be governed by the seriousness of the alleged infraction and the student's age.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the District.

Related Transportation Regulations

Seating assignments may be made by bus personnel or the administration. The bus driver may stop the bus and have a student removed by school administration or local law enforcement for a serious violation of the Code of Conduct and/or violations that are dangerous or extremely disruptive. When a student is determined by a bus driver to have violated the Code of Conduct requirements set forth above or any other bus rules or regulations, the driver shall issue a bus misconduct notice in the student's name to the principal of the building the student attends. The principal or his/her designee shall meet with the student to review the circumstances and facts and the principal shall return the notice or a copy thereof to the Transportation Department, indicating the corrective action taken. Such corrective may include suspension of bus/vehicle riding privileges.

AUTHORIZED USE OF DETECTION DEVICES

In order to better ensure the safety and welfare of all individuals including students who enter any of the East Cleveland City School District's buildings or grounds, the Chief Executive Officer authorizes the use of various detection devices or means including metal detection equipment. Such equipment will be used by District administrators and security forces on the following basis:

1. Reasonable suspension inspection
2. Random whole population inspection.

HARASSMENT, INTIMIDATION, BULLYING POLICY

Adopted November 19, 2007

Introduction

Harassment, intimidation, and bullying of students in the school environment can substantially interfere with their ability to learn, perform, and feel safe. Therefore, any conduct, communication, activity, or practice that occurs at any time, on school property, on a school bus, or during any school sponsored event and at the times, and/or places set forth in the Code of Student Conduct, that constitutes harassment, intimidation, or bullying involving students shall be strictly prohibited. Students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. Further, any such conduct, communication, activity, or practice should be immediately reported to the building principal or other responsible school employee. All reports of harassment not covered by this policy shall be investigated in accordance with the policies applicable to the particular harassment.

To implement this policy and to address the existence of harassment, intimidation, or bullying in the schools, the following procedures shall be followed:

- A. Students must report acts of harassment, intimidation, or bullying to teachers, district employees, and/or school administrators;
- B. The parents or guardians of students should file written reports of suspected harassment, intimidation, or bullying with the building principal or other appropriate administrator;
- C. Teachers and other school staff who witness acts of harassment, intimidation, or bullying or receive student reports of harassment, intimidation, or bullying shall notify school administrators;
- D. School administrators shall investigate and document any written or oral reports;
- E. School administrators shall notify the custodial parent or guardian of a student who commits acts of harassment, intimidation, or bullying and the custodial parent or guardian of students against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by O.R.C. §3319.321 and the Family Educational Rights and Privacy Act.

1. Definitions of Harassment, Intimidation, or Bullying

- A. In accordance with this policy, "harassment, intimidation, or bullying" means either of the following:
 - 1. Any intentional written, verbal, electronic, or physical act that a student has exhibited toward another particular student more than once and the behavior both:
 - a. Causes mental or physical harm to the other student; and
 - b. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student; or

2. Violence within a dating relationship

- A. "Electronic act" means an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device.
- B. The behavior prohibited by this policy is marked by the intent to ridicule, humiliate or intimidate the victim. In evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the KKK victim, and the motivation, either admitted or appropriately inferred, of the perpetrator.

3. Conduct Constituting Harassment, Intimidation, or Bullying

Such conduct can take many forms and can include many different behaviors having overt intent to ridicule, humiliate or intimidate another student. Examples of such conduct include, but are not limited to:

- A. Physical violence and/or attacks.
- B. Taunts, name-calling, and put-downs.
- C. Threats and intimidation (through words and/or gestures).
- D. Extortion or stealing of money and/or possessions.
- E. Exclusion from the peer group or spreading rumors.
- F. Repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as "cyber bullying"), such as the following:
 - 1. Posting derogatory statements on Websites where students congregate, (Snapchat, Instagram, etc.)
 - 2. Sending abusive or threatening instant messages;
 - 3. Using camera phones to take embarrassing photographs of students and posting them online;
 - 4. Using Web sites to circulate gossip and rumors to other students;
 - 5. Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers; and
 - 6. Violence within a dating relationship.

4. Complaint Process

A. Formal Complaints

Students and/or their parents or guardians may file reports of conduct that they consider to be harassment, intimidation, or bullying. Such written reports shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the building principal for review and action.

Teachers and other school staff who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed.

B. Informal Complaints

Students may make informal complaints of conduct that they consider to be harassment, intimidation, or bullying by verbal report to a teacher or administrator. Such informal complaints shall be reasonably specific as to the actions giving rise to the suspicion of harassment, intimidation, or bullying, including person(s) involved, time and place of the conduct alleged, the number of such incidents, the target of such suspected harassment, intimidation, or bullying, and the names of any potential student or staff witness. A school staff member or administrator who receives an informal complaint shall promptly reduce the complaint to writing, including the information provided. Such written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action.

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interaction with students. School personnel may find opportunities to educate students about harassment, intimidation, or bullying and help eliminate harassment, intimidation, or bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student, even if such conduct does not meet the formal definition of "harassment, intimidation, or bullying."

5. Deliberately Making False Reports

Students are prohibited from deliberately making any false report of harassment, intimidation, or bullying. Students found to have violated this prohibition are subject to the full range of disciplinary consequences, up to and including suspension and expulsion.

6. Confidentiality

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the District's legal obligation to the complainant, alleged harasser, and witnesses, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

7. Investigation

- A. The investigator should remember that the investigation requires a balancing of the accused's rights, the complainant's right to an environment free of harassment, intimidation, or bullying, and the Chief Executive Officer's interest in a prompt and fair investigation.
- B. 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.
- C. Following the meeting with the complainant, the investigator shall conduct an investigation to determine if harassment, intimidation, or bullying has occurred. The investigation shall include a conference with the accused and the complainant, as well as any and all other methods which are considered necessary to determine whether harassment, intimidation, or bullying has occurred.

8. Post-Investigation Procedures

- A. Upon conclusion of the investigation, the investigator shall issue a written report. The report shall include a determination of whether the accused was found to have engaged in harassment, intimidation, or bullying, was found not to have engaged in harassment, intimidation, or bullying, or whether the investigation was inconclusive. The report shall be issued to the complainant's parents. A copy of the report shall also be sent to the Chief Executive Officer or his/her designee.
- B. A finding of no harassment, intimidation, or bullying or inconclusive evidence shall end the investigation.
- C. If harassment, intimidation, or bullying is found to have occurred, the investigator shall recommend what steps are necessary to ensure that the harassment, intimidation, or bullying is eliminated for the victim and other individuals affected by the harassment, intimidation, or bullying and to correct its effects on the complainant and others, if appropriate.

9. Retaliation is Prohibited

Retaliation against those who file a complaint or participate in the investigation of the complaint is prohibited. Therefore, filing of a complaint or otherwise reporting harassment, intimidation, or bullying will not reflect upon the student's status, nor will it affect future employment, grades, or work assignments. Further, the administrator is directed to implement strategies for protecting a victim from retaliation following a report.

10. Remedial Actions

Verified acts of harassment, intimidation, or bullying shall result in intervention by the building principal or his/her designee that is intended to assure that the prohibition against harassment, intimidation, or bullying behavior is enforced, with the goal that any such harassment, intimidation, or bullying behavior will end as a result.

Harassment, intimidation, or bullying behavior can take many forms and can vary in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, or bullying. While conduct that rises to the level of "harassment, intimidation, or bullying" as defined above will generally warrant disciplinary action against the perpetrator of such harassment, intimidation, or bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building principal.

11. Non-Disciplinary Interventions

When verified acts of harassment, intimidation, or bullying are identified early and/or when such verified acts of harassment, intimidation, or bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation, or bullying, its prohibition, and their duty to avoid any conduct that could be considered harassment, intimidation, or bullying. If a complaint arises out of conflict between students or groups of students, peer mediation may be considered.

12. Disciplinary Interventions

When acts of harassment, intimidation, or bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Suspension is a possible consequence for a student found responsible for harassment, intimidation, or bullying by an electronic act.

13. Strategies for Protecting Victims or Other Persons From New or Additional Acts

- A. Supervise and discipline offending students fairly and consistently;
- B. Provide adult supervision during recess, lunch time, bathroom breaks, and in the hallways during times of transition;
- C. Maintain contact with parents and guardians of all involved parties;
- D. Provide counseling for the victim if assessed that it is needed or requested by victim;
- E. Inform school personnel of the incident and instruct them to monitor the victim and the victim's friends or family members and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed;
- F. Check with the victim and the victim's friends or family members to ensure that there has been no new or additional incidents of harassment/intimidation/bullying or retaliation of the victim or other persons from the offender or other parties.
 - G. If necessary to protect a person from new or additional acts of harassment, intimidation, or bullying, and from retaliation following a report, a person may make an anonymous report of an incident considered to be harassment, intimidation, bullying, or retaliation by providing written information to any staff member or administrator. The report should include as much information as possible and shall be forwarded promptly to the building principal for review and action.

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when acts of harassment, intimidation, or bullying are verified, other district actions may ameliorate any potential problem with harassment, intimidation, or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time to time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

- A. Respectful responses to harassment, intimidation, or bullying concerns raised by students, parents or school personnel;
- B. Planned professional development programs addressing bully/targeted individuals' problems;
- C. Data collection to document bully/victim problems to determine the nature and scope of the problem;
- D. Use of peers to help ameliorate the plight of victims and include them in group activities;
- E. Avoidance of sex-role stereotyping (e.g. males need to be strong and tough);
- F. Awareness and involvement on the part of all school personnel and parents with regards to bully-victim problems;
- G. An attitude that promotes communication, friendship, assertiveness skills, and character education;
- H. Modeling by staff of positive, respectful, and supportive behavior toward students;
- I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
- J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere; and/or
- K. Forming harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

This policy shall appear in student handbooks, and in the publications that set forth the comprehensive rules, procedures, and standards of conduct for schools and students in the District. The policy and an explanation of the seriousness of bullying by electronic means shall be made available to students and their custodial parents or guardians. Information regarding the policy shall be incorporated into employee training materials.

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided annually with age-appropriate instruction on the recognition and prevention of harassment, intimidation, or bullying, including discussion of the consequences of violating this policy, and their rights and responsibilities under this and other District policies, procedures, and rules at student orientation sessions and on other appropriate occasions.

A school district employee, student, or volunteer shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with a policy adopted pursuant to this section if that person reports an incident of harassment, intimidation, or bullying promptly in good faith and in compliance with the procedures as specified in the policy.

The District administration shall annually send to each student's custodial parent or guardian a written statement describing this policy and the consequences for violating it. The administration shall semi-annually provide the president of the Board a written summary of all reported incidents and post the summary on the District's website to the extent permitted by state and federal student privacy laws.

LEGAL REFS: O.R.C. §§3313.666; 3313.667 Adopted: August 12, 2014

PARENT/STUDENT COMPLAINT FORM (BULLYING/HARASSMENT)

Alleged Victim _____

Parent of Alleged Victim _____

Parent Contact Info _____

Check **ALL** that apply:

- ☐ I (or my child) was bullied and/or harassment by a student or group of students.

List the name(s) of the student(s) who you allege participated in this conduct (attach a list if necessary):

- _____
- _____

- ☐ The bullying and/or harassing conduct was:

- ☐ Written
- ☐ Verbal
- ☐ Expressed through electronic means
- ☐ Physical Conduct

- ☐ The above-referenced conduct happened:

- ☐ During regular school hours
- ☐ During participation in extracurricular/after-school activity
- ☐ While on school property
- ☐ While attending a school-sponsored or school-related activity
- ☐ In a bus or vehicle operated by the District
- ☐ Outside regular school hours and off school property

- ☐ The above-referenced conduct had or may have the effect of:

- ☐ Physical harm
- ☐ Damage to property
- ☐ Fear of harm
- ☐ Fear of damage to property
- ☐ Intimidation
- ☐ Abuse
- ☐ Threat

- ☐ The above-referenced conduct has occurred how many times:

- ☐ This is the first occurrence
- ☐ More than once
- ☐ Continually
- ☐ Please indicate a time frame if applicable

Parent/Student Statement:This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

TO: ALL STUDENTS, PARENTS, AND EMPLOYEES OF THE EAST CLEVELAND CITY SCHOOLS

In compliance with the rules and regulations of **TITLE IX, TITLE VI** and **SECTION 504**, students, parents, employees, and the community are hereby notified that it is the policy of the East Cleveland City Schools that no person shall, on the basis of sex, race, color, national origin, and/or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational programs or activities, admission policies, or employment practices under its auspices.

Students, parents, or employees who have a grievance should follow the established procedures posted in the offices of all schools in the system.

The East Cleveland City School District's Compliance Officer is Dr. John R. Buckner. Inquiries or requests for information should be directed to:

Dr. John R. Buckner
Director of Human Resources
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IT IS THE POLICY OF THE EAST CLEVELAND CITY SCHOOL DISTRICT THAT EDUCATIONAL ACTIVITIES, EMPLOYMENT PROGRAMS AND SERVICES ARE OFFERED WITHOUT REGARD TO RACE, COLOR, NATIONAL ORIGIN, SEX, RELIGION, DISABILITY OR AGE.

TITLE IX — TITLE VI — SECTION 504

GRIEVANCE PROCEDURES — STUDENTS

Grievances regarding discrimination in admissions, employment, treatment, physical education, access to counseling and courses, athletics, class assignment, Career-Technical Education and work study programs, based upon sex, race, color, national origin, and/or handicap, or related to marital or parental status, should be resolved through the following channels:

Parents should be consulted concerning the validity of your grievance. It is understood that students 18 years of age and older may consult parents or act independently.

Make an appointment in writing with your counselor to discuss your grievance.

If the problem is not resolved, request, in writing, an appointment with the building principal to discuss the matter.

If the matter is not resolved to your satisfaction, submit, in writing, your grievance to the compliance officer. The compliance officer will make the necessary arrangements for you to present your grievance to the grievance committee.

You may expect the finding of the committee within ten (10) days after hearing your appeal.

The action of the grievance committee may be appealed, in writing, within thirty (30) days to the Chief Executive Officer of Schools

If the complainant is still not satisfied, the complaint is to be forwarded to the U.S. Department of Education, Region V, Office for Civil Rights, Plaza Nine Building/Room 222, 55 Erieview Plaza, Cleveland, Ohio 44114.

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GLOSSARY OF TERMS

ASSAULT

Cause or attempt to cause serious physical harm to another and/or cause or attempt to cause physical harm to a school official.

WEAPONS

The possession, handling, transmission, concealing, or ready access to a dangerous weapon or any instrument/object capable of harming another person (including but not limited to: chains, brass knuckles, scissors, mace, pepper spray, etc.).

DANGEROUS WEAPONS (FIREARMS, KNIVES, BRANDISHED COUNTERFEIT FIREARMS)

The Chief Executive Officer is committed to providing the students of the District with an educational environment that is free of the dangers of firearms, knives, and other dangerous weapons.

The definition of a firearm shall include any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device (as defined in 18 U.S.C.A. Sections 921), which includes any explosive, incendiary, or poisonous gas; bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine or device similar to any of the devices described above. A knife is defined as a cutting instrument having a sharp blade.

Unless a student is permanently excluded, the Chief Executive Officer, shall expel a student from school for a period of one year for bringing a firearm or knife to a school operated by the Chief Executive Officer or onto any other property owned or controlled by the Board, or for possessing a firearm or knife at a school or on any other property owned or controlled by the Board, which firearm or knife was initially brought onto school property by another person, except that the Chief Executive Officer may reduce the requirement on a case-by-case basis in accordance with this policy. Any such expulsion shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

Matters which might lead to a reduction of the expulsion period, include the student's mental and/or physical characteristics or conditions; the age of the student and its relevance to the punishment; the prior disciplinary history of the student and/or the intent of the perpetrator.

A student is suspended, expelled, removed or permanently excluded from school for misconduct involving a firearm or knife also loses his/her driving privileges. The District must notify the county registrar and juvenile judge within two weeks of the suspension, expulsion or permanent exclusion.

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

The object is indistinguishable from a firearm, whether or not the object is capable of being fired.

The person indicates that the person possesses the object and that it is a firearm or the person knowingly displays or brandishes the object and indicates that it is a firearm.

For purposes of this policy, an “object that is indistinguishable from a firearm” means an object made, constructed or altered so that, to a reasonable person without specialized training in firearms, the object appears to be a firearm.

Students may be reported to the local police authority and may be prosecuted under state criminal statutes, as well as disciplined in accordance with the provisions of the District’s Student Code of Conduct and Ohio law.

ARSON

Cause or create risk of harm to persons, and/or any property of another, by means of intentional setting of fire or explosion.

CONTROLLED SUBSTANCES – SELLING & DISTRIBUTING AND/OR POSSESSING

Possession, handling, transmission, concealing or selling any alcoholic beverage, marijuana, narcotic, controlled substance (as defined by Ohio Revised Code 2925.01) or any substance that may cause physical or mental change without legal authorization, including controlled substances contained in any vape/vapor device.

SEXUAL ASSAULT

Engage in any sexual activity with another without his/her consent or when the victim does not have the ability to appraise the situation or cause another to participate in sexual activity without his/her consent.

FALSE ALARMS / BOMB THREATS

Cause or attempt to cause a false alarm or bomb threat; damage or tamper with a fire alarm or other emergency notification equipment; and/or initiate or circulate a report or impending fire, explosion, crime or other catastrophe knowing it is false.

EXPLOSIVES

Possession, handling, transmission, concealing or use of any explosive device or substance which can be used as an explosive (fireworks, caps, firecrackers, homemade bombs, etc.).

SERIOUS VANDALISM

Purposely cause or attempt to cause damage to private or school property whereby destruction or defacement of property is over \$150.00.

BURGLARY / BREAKING AND ENTERING

By means of force, stealth or deception enters onto school property or unauthorized area.

ROBBERY

Take another person’s money or property by force or harm, or by threat of or harm.

MAJOR THEFT

Take or attempt to take the money or property of another (valued over \$250.00) – without consent of the owner or authorized person to give consent.

EXTORTION / COERCION

Obtain or attempt to obtain another person’s property, services or valuable benefit by threat or coercion, expressed or implied. Expose or threaten to expose any matter tending to subject any person to hatred, contempt or ridicule.

EMBEZZLEMENT

Take money or property for one's use when it is entrusted to the person for another purpose (example – treasurer of an organization uses the organization's money for himself/herself).

CONTROLLED SUBSTANCES / ALCOHOL USE, UNDER THE INFLUENCE

Use, consume or be under the influence of any alcoholic beverage, marijuana, narcotic, dangerous drug, controlled substance (as defined by Ohio Revised Code 2925.01) or any unauthorized or controlled substance on school property or at any school function, including controlled substance(s) that are contained in a vape/vapor device. (See also Alcohol Use by Students/Student Drug Abuse District Policy and Procedures Manual.

VERBAL OR WRITTEN ASSAULTS / THREATS

Willful intimidation or threats of harm to another's person, family or property; causing mental distress to other persons.

AIDING AND ABETTING

To aid and/or encourage another who is violating a Category 1

HAZING

To persecute or harass with meaningless, difficult, or humiliating tasks or to initiate by exacting humiliating performances from, or playing rough practical jokes upon another; causing or creating substantial risk of causing mental or physical harm to any person. Students and all employees who fail to abide by this policy may be subject to disciplinary action, and may be liable for civil and criminal penalties in accordance with Ohio law.

GANG POLICY VIOLATIONS

Violations of East Cleveland City School Gang Policy (See East Cleveland City Schools' Policy and Procedures Manual).

TOBACCO USE / POSSESSION

Any smoking or possession of cigarettes or other tobacco substance, including vape/vapor devices in school building or school grounds or during school sponsored activities.

COUNTERFEIT WEAPONS

Counterfeit weapons, such as toy guns, starter guns, etc., or any items that simulate real/actual weapons, the possession, handling, transmission or concealing of such a counterfeit weapon is prohibited.

GAMBLING / GAMBLING DEVICES

Engaging in any unauthorized game of chance or contest wherein money or items of value are wagered or being in possession of gambling devices such as, but not limited to dice, playing cards, electronic games, etc.

Knowingly receiving any funds directly or indirectly procured from gambling activities.

SEXUAL MISCONDUCT

Any sexually suggestive behavior which disrupts the educational process.

PUBLIC INDECENCY

Recklessly exposing his/her private parts or masturbating, engaging in sexual intercourse, engaging in intercourse appearing to an ordinary observer to be sexual intercourse or masturbation.

INTIMIDATION/HARASSMENT / BULLYING

Forcing another person to do something against his/her will by threats to destruction of reputation, coercion. Willfully engaging in activities that are known to make another feel fearful. (See District's Intimidation, Harassment and Bullying Policy included herein.)

MINOR VANDALISM

Causing or attempting to cause damage to private or school property whereby destruction or defacement of property is \$250.00 or less.

MINOR THEFT

Taking or attempting to take the property of another without consent of the owner or authorized person.

CHRONIC FIGHTING

Repeated violations of Student Code of Conduct fighting offenses.

FALSE REPORTING OF A SERIOUS MATTER

Communication of false information with the intent to create a threatening or dangerous situation Failure to communicate information vital to the prevention of a serious or dangerous situation when asked.

Causing / initiating or circulating any false alarms, inducing panic that may cause inconvenience or alarm and the evacuation of a public place.

COUNTERFEIT CONTROLLED SUBSTANCES

The Ohio Revised Code makes it illegal to sell, possess, or deliver controlled substances. In as much as the possession or sale of counterfeit controlled substances is harmful to the maintenance of health, safety and discipline of the school district, such sale or possession is subject to school discipline. A counterfeit controlled substance is defined as:

- A. Any drug that bears, whose container or label bears, a trademark, trade name, or other identifying mark used without authorization of the owner or rights to such trade mark, trade name or identifying mark.
- B. Any unmarked or unlabeled substance that is represented to be a controlled substance manufactured processed, packed or distributed.
- C. Any substance that is represented to be a controlled substance but is not a controlled substance or is a different controlled substance.
- D. Any substance other than a controlled substance that a reasonable person would believe to be a controlled substance because of its similarity in shape, size, and color, or its markings, labeling, packaging, distributing, or the price for which it is sold or offered for sale.
- E. No person shall knowingly possess any counterfeit controlled substance nor shall any student knowingly make, sell, offer to sell, give, package, or deliver a counterfeit controlled substance.

No person shall directly or indirectly represent a counterfeit controlled substance by describing either with words or conduct, its effect as being the same, or similar to the physical or mental effects associated with the use of a controlled substance.

No student shall directly or indirectly falsely represent a counterfeit controlled substance as a controlled substance.

TRESPASSING

Being in a school building or on school grounds or unauthorized school area without permission or while under suspension or expulsion.

Negligently failing or refusing to leave school building or grounds upon being notified to do so by owner or occupant, agent, servant, and/or authorized persons.

CHRONIC OFFENDER/REPEATED VIOLATIONS IN CATEGORIES 3 AND 4

Multitude of Student Code of Conduct violations, during the same school year, which create a pattern of serious misconduct.

IMPROPER USE OF SCHOOL COMPUTER NETWORK/INTERNET –

Offenses of this policy such as obscenities, use without signed consent, etc. are Category 3 or 4 offenses.

Note: Violations of the School Computer Network/Internet Policy such as threats, vandalism, other illegal activities, etc. are Category 1.

INSUBORDINATION / FAILURE TO COMPLY

Refusal to comply with school rules or reasonable directives of authorized school personnel.

GROSS DISRESPECTFULNESS

Extreme offensive behavior toward students, board employees, school visitors or adults in authoritative roles that interferes with the educational process.

The use of oral, written or non-verbal expressions of profane and obscene acts.

FIGHTING AND INCITING VIOLENCE

1. Physical conflict or encouraging others to engage in physical conflicts and/or engaging in food fights.
2. Disorderly conduct with the intent to facilitate violence.

ENDANGERING SELF OR OTHERS

Actions which put the health or safety of oneself or others in jeopardy.

Failure to follow safety regulations of school or classroom in use of tools or equipment in any activity or utilize equipment, tools, etc. recklessly or in a manner to violate District's Student Safety Policy.

DISRESPECTFULNESS

Offensive behavior toward students, Board employees, school visitors or adults in authoritative roles that interferes with the educational process.

FORGERY

Fraudulent reproduction of the signatures of parents, staff or other persons and/or utilizing documents that have been forged or altered and/or selling or distributing documents that have been forged.

PLAGIARISM

Intentionally copying and/or submitting the work of another as one's own.

FAILURE TO IDENTIFY ONESELF / STUDENT ID BADGES

1. Refusal to identify oneself on the request of Board employees, visitors, or adults in authoritative roles.
2. Failure to wear student identification badge properly.
3. Defacing student identification badge.
4. Use of another student's identification badge.

LEAVING CAMPUS

During the school day, students are not permitted to leave campus at any time without permission from the proper school authorities.

FAILURE TO DISPERSE

Failure to move out of vicinity where any school official orders persons in a vicinity whose presence creates a likelihood of physical harm to persons/property or is causing public inconvenience, annoyance or alarm or is interfering with school official's ability to conduct school business or enforce Student Code of Conduct.

THROWING OBJECTS

Throwing any objects that may cause damage, present a safety hazard, disrupt class, or incite hostility such as snowballs, water, water balloons, food, writing utensils, etc.

AIDING AND ABETTING – MINOR

To aid and/or encourage another who is violating any Category 3 or 4 offense or school / classroom rules.

Failure to follow Class/School rules such as but not limited to:**LITTERING**

Throwing paper, trash or other materials on the floor, inside school buildings or grounds.

HALL PASS

All students in the halls during classes must have a pass from a teacher, nurse, administrator, or support staff person. Hall sweeps and lockouts may be used at the discretion of the administration to enforce this rule.

LYING

Having knowledge of events and/or people but when questioned deliberately giving false information.

CHEATING

Using, submitting or attempting to obtain data or answers deceitfully.

INAPPROPRIATE DISPLAY OF AFFECTION

To knowingly touch private areas of another's body, including but not limited to kissing and caressing with consent of the other person.

ATTENDANCE POLICY VIOLATIONS

Violations include: Failure to check into school properly when tardy or absent, truancy, class cutting, tardiness to class or school.

UNAUTHORIZED AREA

Students are prohibited from entering or gathering in unauthorized areas (ex. Teachers lounges, boiler room, unattended classrooms, etc.).

FAILURE TO FOLLOW DIRECTIONS DURING FIRE DRILLS OR OTHER EMERGENCY DRILLS OR INCIDENTS

Students are to remain with assigned teacher during all fire or other emergency drills. Students are to immediately exit the building quickly according to regulations for fire drills and quietly follow directions of staff. Evacuation of the building is not complete until all students are evacuated to the roadside sidewalk. Students are not to remain near the building during any tornado drill. Students are to abide by all regulations for these procedures.

UNAUTHORIZED FUNDRAISING

Selling items that are not part of an officially sanctioned school fundraiser.

LUNCHROOM REGULATION VIOLATIONS

Failure to adhere to any of the school's lunchroom regulations.

INAPPROPRIATE DRESS

Any dress that is unclean, hazardous to one's safety or the safety of others, or distracts from the educational process or is in violation of Board Policy in accordance with Board Administrative Policy: Student Dress Code Policy adopted January 10, 2000.

PARTICIPATE IN DISRUPTIVE BEHAVIOR SUCH AS BUT NOT LIMITED TO:

YELLING

Intentionally calling in a loud voice in order to gain another's attention.

NAME CALLING

Calling another person a derogatory name or making derogatory statements about a person which may disrupt the educational process. Examples include, but are not limited to, racial or gender slurs, put downs, etc.

POSSESSION OF ELECTRONIC DEVICES, CELL PHONES, VIDEO CAMERAS, DRONES, AND ANY ELECTRONIC DEVICES

1. Students are not to bring tape recorders, radios, cell phones, pagers, beepers, walkmans, iPods, iPads, or other electronic devices to school without prior approval from administrative staff.
2. Violating District Policy: Use of Electronic Communications Equipment by Students.

TANTRUMS / DISORDERLY CONDUCT

Continuously and intentionally making noise or acting in a manner so as to interfere with a teacher's or other's ability to conduct a class or extracurricular activity.

GANG POLICY

The East Cleveland City School System recognized that for effective education to take place the system must provide a safe environment in which learning can take place. The presence of gangs and individuals associated with gangs within a school disrupts that environment by threatening the safety and welfare of the students, staff and visitors in the school building and causing disruption to the academic process. The maintenance of an orderly and safe school environment requires certain rules and regulations. Certain behaviors are inappropriate and unacceptable and when a student acts inappropriately, he/she must accept the consequences of that behavior.

As a result of these beliefs, the East Cleveland City School System bans all gangs, gang activities, gang insignia and paraphernalia and individuals associated therewith from school buildings and property at all times. The goal of this ban is to provide a safe and healthy environment for all of the system's students, staff, and visitors.

DEFINITION

A gang is a non-school sponsored group and/or club, or group and/or club which exists without sponsorship of any recognized adult, community or civic organization, whose purpose and practices include the commission of illegal acts, violation of school rules, establishment of territory or "*turf*," or any actions that threaten the safety or welfare of others, and/or have been identified by a law enforcement agency as being involved in criminal and anti-social behavior or activities.

INSIGNIA AND PARAPHERNALIA

Gang insignia or paraphernalia, as identified by police or another reliable authority, may not be worn or carried by any student on school grounds at any time. This includes:

Jackets, headbands, shirts, or other clothing that have come to be identified with a gang;

Medallions or other jewelry with identify gang members or which have come to represent a gang.

Students observed wearing or carrying gang insignia or paraphernalia will be asked once to remove or dispose of it immediately. Those who do not obey are in violation of this regulation and will be immediately ejected from school grounds until such time as the offensive insignia or paraphernalia are either removed or disposed of. Such student(s) may return to school grounds only if accompanied by a parent or guardian.

Students who refuse to remove or dispose of the insignia or paraphernalia will be suspended. A repetition of this offense may result in expulsion.

GRAFFITI

Any student discovered to have been responsible for gang graffiti on school buildings or property will be expelled and prosecuted to the fullest extent of the law.

Parents and students will be held liable for the damage and are responsible for paying any costs of having the damage professionally removed or repaired.

ATTACKS

Students who participate in a gang-related attack upon the person of a student or students or school employee during school hours, on the way to or from school, at any school-sponsored event, or (in the case of a school employee) at any time if connected with the employee's school responsibilities will be immediately suspended and will likely be expelled.

Students involved in a gang-related attack will be prosecuted for the assault to the fullest extent of the law.

Threats of attack will be considered in an attempt to intimidate and could result in suspension or expulsion.

MEETINGS

Gangs are not permitted to meet or congregate on school grounds at any time. Such meeting or congregating is contrary to the purpose of an educational institution and will be considered as trespassing.

TRESPASSERS WILL BE PROSECUTED.

Students found to be congregating or meeting with gangs on school grounds are subject to suspension or expulsion.

RECORDS

A record of all known gangs and members of such gangs will be compiled and held by school personnel. These lists will regularly be shared with law enforcement officials.

Any student known to be a member of a gang will be barred from representing the schools as a member of an athletic team or as a participant in extra-curricular or co-curricular activities until the gang membership is renounced by the student.

RECRUITING

Any student found to be recruiting a student for a gang membership or threatening a student for either not joining a gang or wishing to withdraw from a gang shall be suspended and may be expelled.

WEAPONS

Lockers, bookbags, gym bags, coats or jackets or other containers which are brought into the school may be searched at any time by school personnel should they suspect the presence of a weapon, mace, tear gas, or other chemical weapon.

Students found to have such a weapon on school grounds at any time will be expelled. Such students will be prosecuted to the fullest extent of the law.

Posted notice of this policy is required in all school buildings. As student handbooks are published, they are to include this policy with specific examples where applicable.

Adoption Date: 1997

100% TOBACCO FREE SCHOOLS POLICY

Adopted March 14, 2016

The East Cleveland Board of Education has a duty to protect and promote the health and well-being of all students and staff. The Board is acutely aware of the serious health risks associated with the use of tobacco products; both to the users and non-users, and that most tobacco use begins by the age of eighteen. The Board recognizes that district personnel and school visitors serve as role models to students and, therefore, adopts this 100% Comprehensive Tobacco-Free School Policy to endorse a healthy lifestyle and prevent tobacco use.

DEFINITION

For the purpose of this policy, "tobacco product" is defined to include any product that contains tobacco, is derived from tobacco or contains nicotine [or lobelia], that is intended for human consumption, or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, or ingested by any other means. The term "tobacco products" includes e-cigarettes and other electronic smoking devices, but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce and eliminate nicotine or tobacco dependence.

TOBACCO USE PROHIBITED

No student, staff member, volunteer, or school visitor is permitted to use tobacco products at any time, including non-school hours, in or on East Cleveland City School District property, including:

In any building, facility, or vehicle owned, leased, rented, or chartered by the school district; and
On school grounds, athletic grounds or parking lots; and
At any school-sponsored or school-related event, whether such event occurs on-campus or off-campus.

TOBACCO POSSESSION PROHIBITED

Students are not permitted to possess any tobacco products, papers used to roll cigarettes, or lighters on any school property at any time.

TOBACCO PROMOTION PROHIBITED

Tobacco advertising is prohibited on school grounds, in all school-sponsored publications and at all school-sponsored events. Promotional items that promote the use of tobacco products, including clothing, bags, lighters and other personal articles, are not permitted on school grounds, in school vehicles or at school-sponsored events. The school district will not accept any form of contribution including, but not limited to, financial support, gifts (such as curriculum, book covers, speakers, etc.) or in-kind support from the tobacco industry for the sponsorship or promotion of any event or activity affiliated in any manner with the school district or located on school district grounds.

NOTICE

Appropriate signs indicating that tobacco use is not permitted will be posted throughout the district at entrances and other appropriate locations on all academic buildings, administrative spaces, parking lots and athletic fields. Students will be provided notice of this policy through student handbooks and district personnel will be provided notice of this policy through personnel handbooks. District vehicles will display the international No Smoking" insignia. Announcements will be made during home athletic events both before the event and during intermission, as well as at all school functions where deemed appropriate. School programs will include a written reminder of the tobacco free policy. The tobacco free policy will be provided to the parents and guardians of all students at the beginning of each academic year.

EDUCATIONAL REINFORCEMENT

Tobacco-use prevention education shall be closely coordinated with other components of the school health program. Staff responsible for teaching tobacco-use prevention education shall have adequate pre-service training and participate in ongoing professional development activities to effectively deliver the education program. Preparation and professional development activities shall provide basic knowledge about the effects of tobacco use and effects of peer pressure on tobacco use combined with effective instructional techniques and strategies and program-specific activities.

OPPORTUNITIES FOR CESSATION

The administration Will consult with the county health department and other appropriate health organizations to provide students and employees with information and access to support systems, programs and services to encourage them to abstain from the use of tobacco products.

ENFORCEMENT

Disciplinary measures taken against students and staff for violations of this policy need to comply with requirements of Ohio law, related district policies, and labor contractual agreements.

Disciplinary actions may be taken against school visitors found in violation of this policy and may include a verbal notification of the policy for the first offense, and removal from the school property or school activity if off-campus for all subsequent offenses.

EXEMPTION

Possession of tobacco products is allowed solely for educational programs aimed at reducing the use of tobacco products. Such possession requires advance approval from the school principal or other designated school administrator.

LEGAL REFERENCES

Pro-Child Act of 1994, 20 U.S.C. § 6081 Et seq. (1994)

Ohio REV. CODE ANN. §§ 3313.20, 3313.447, 3313.751, 3791.031, 3794.01

ELECTRONIC COMMUNICATION DEVICES USAGE POLICY

Students may possess electronic communication devices only under the following conditions:

- Section 1.** Electronic communication devices must remain in the OFF position at ALL times during the instructional day whether in the school building or on school grounds. Any use of electronic communication devices during the school instructional day, including during lunch periods and change of classes shall, be grounds for appropriate discipline. Forgetting to turn off a cell phone is not a valid excuse for a violation of this requirement.
- Section 2.** Electronic communication devices must be kept out of sight during the instructional day. Electronic communication devices must be kept in a locker, book bag, backpack, pocket or purse during the instructional day. Electronic communication devices shall not be kept in or on waistbands or other areas of clothing that can be easily accessed or viewed during the instructional day.
- Section 3.** Electronic communication devices may not be used while traveling on District school buses except in cases of emergency and with approval from the bus driver.
- Section 4.** Any use of an electronic communication device during testing will be considered cheating and will be addressed accordingly.
- Section 5.** Building principals may grant individual students permission to use electronic communication devices during the instructional day upon advance requests based on unique circumstances or in cases of an emergency.

School building principals shall have the authority to further restrict possession of electronic communication devices in their individual buildings in order to maintain the principles of this policy and the unique circumstances of their individual schools or grade levels.

Should a student be observed using an electronic communication device, or if a device rings or beeps during the instructional day, disciplinary action will be taken including but not limited to confiscation of the device, loss of the privilege of carrying the device permanently or for a limited period and other options for student discipline as reasonable under the circumstances.

Should a device be confiscated for violation of this policy, the student's parent(s) or guardian(s) may pick up the device from the school after showing proof of ownership such as a phone bill and following a conference with the building administrator. By this policy, parents and/or guardians are on notice that confiscated devices that are not claimed by the end of the school year, shall be disposed of appropriately.

The East Cleveland City School District shall not assume responsibility for devices that are damaged, lost or stolen when brought to school or after being confiscated for violation of this policy.

Adopted by Resolution 44/07
February 12, 2007

ATTENDANCE POLICY

EXCESSIVE ABSENCE

Absenteeism of school district employees is an added cost to the education of a child. The collective absenteeism of District employees deprives the child of a quality education the child might receive from a fully trained staff member. The District recognizes and accepts the fiscal liability that earned sick leave places on District finances. We believe that sick leave and personal leave are valuable benefits for employees when used for the purpose intended. We believe employees have a responsibility to report to work daily and timely. We have established policies that govern failing grades given to students for excessive absenteeism. In the private sector excessive absenteeism will impact a person's continued employment.

It is the intent of this policy to provide administrators and employees with guidelines relative to excessive absenteeism. Coupled with excessive absence is the abuse of sick leave and or personal leave. All absences contribute to a person's excessive absenteeism.

The Human Resources Office will provide each building administrator and supervisor a monthly attendance report for all employees under their supervision.

Three (3) absences warrant a verbal warning, given with a notice encouraging the presence of a union representative.

Five (5) absences warrant a written reprimand to be presented in the presence of a union representative and made a part of the personnel file.

Seven (7) absences warrant a recommendation to the Chief Executive Officer for suspension. The recommendation must be presented to the employee in the presence of a union representative and made a part of the personnel file.

Eight (8) absences warrant a recommendation to the Chief Executive Officer for termination. The recommendation must be presented to the employee in the presence of a union representative and made a part of the personnel file.

ABUSE OF LEAVE

Failure to Report Absence, Tardy or Early Leave

It is the employees' responsibility to report their absence to the appropriate code-a-phone and/or supervisor in accordance with the employees negotiated agreement. Progressive discipline, as described above, will begin on the first occasion the employee fails to make the notification.

COMPLETION OF THE ABSENCE REPORT

In accordance with the provisions of Section 3319.14.1, Ohio Revised Code, all employees must complete the Absence Report within the first day after the absence occurs. If medical attention was required, the employee must name the attending physician. If the employee's ability to work is impaired, a physician's statement is required. This is not intended to waive the patient-physician privilege provided in section 2317.02, O.R.C. Failure to complete the absence report is subject to progressive discipline after the first occasion. Falsification of the Absence Report is subject to termination.

USE OF PERSONAL LEAVE

Refer to Article XXIII of the East Cleveland Association (ECEA) Agreement.

Refer to Article IX of the Ohio Association of Public School Employees (OAPSE) Agreement.

ACCOMMODATIONS

In the event an employee has a chronic medical condition that impairs the employee's ability to report to work, as verified by a physician's statement, the District will exclude that employee from any disciplinary action associated with their attendance.

ABSENCE FROM DUTY

ABSENCE FROM DUTY Please call 268-6583 before 7:00 AM each day of absence. Give your first and last name, school, grade or subject taught, reason for absence (illness, personal leave, professional leave, etc.), expected number of days absent. **Next** call the school from 8:00 – 8:30 AM. This is insurance in case your message was not received on the tape. Give any special instructions to the office staff at this time. You are responsible for having lesson plans for the day. **COMPLETE AN AFFIDAVIT WHEN YOU RETURN.**

Please **Do Not** Give Lesson Plans or Special Instructions on the Recorder. It is intended for reporting absences only.

A sick leave affidavit or personal leave form is essential for proper credit; an affidavit may be obtained from your building secretary. A physician's statement may be required.

SUGGESTION

In the event you will be out longer than originally anticipated, please call the principal before 2:00 p.m. This gives them the advantage of arranging for a substitute in advance.

STATEMENT: STAFF ATTIRE

The East Cleveland City School District believes that attire sets a tone and as such instituted a student dress code.

As professional educators we should be cognizant of the very important role that we play in the shaping of young people's attitudes. We are the examples and role models. In this vein, all educators in the East Cleveland City School District must be especially mindful of how we present ourselves in our personal appearance towards students and the community. It is our belief that a properly groomed instructor adds to the positive educational climate, which has always been a necessary ingredient in an effective classroom. Restated, we are role models to the children we educate daily, and this special relationship will have a significant impact for years to come.

This statement should not be construed as an attempt to institute a dress code for employees in the East Cleveland City School District. On the other hand, we should all be aware that certain types of clothing, such as blue jeans and sneakers, may not be appropriate dress for the position and role we play in attempting to make a positive contribution to the lives of children.

Endorsed by: East Cleveland Education Association

FIRE/SAFETY DRILL GUIDELINES

(9 PER YEAR REQUIRED)

Two exits should be known to all:

- One main route
- One alternate route

A leader should be picked (and an alternate)

- The leader must know where to go and how to get there quickly. Also, the leader must know what to do in the event of a blocked exit.

The teacher should be the last one out of the door—making sure the classroom windows are closed and the lights are out.

You must know where every child is when you get to your safety point:

- Take a head count
- Notify the office personnel **IMMEDIATELY** if someone is missing.
- Those with specialists must be accounted for by the specialist (nurse, speech therapist, etc.) and should notify the teacher.
- Make sure your attendance book and purse are with you.

Any student outside the room at the time of a drill but not with a specialist must immediately leave by the closest door—then report to you once outside the building.

Please be sure that both routes are posted.

TORNADO GUIDELINES

(3 DRILLS PER YEAR REQUIRED)

Move to hall areas. Avoid the gymnasium and auditoriums with large poorly supported roofs. Stay away from windows. Follow the instructions of the principal.

When a tornado watch is received, the building principal should be notified immediately.

When a tornado warning is received this warning will be transmitted as quickly as possible to the entire building.

- An announcement will be made on the public address system to notify you that a tornado warning has been issued for the area and the plan for going to the tornado shelter area is to be put into effect immediately.
- Provisions should be made for notification of persons in restrooms and rooms without P.A. transmission.
- Post tornado drill instructions.

CRISIS PLAN

Persons in charge in the absence of the principal:

Curriculum Specialist
Dean of Students
Classroom Teacher

For:

Weather disaster/earthquake
Power failure/water failure/heat failure
Bomb threat (explosion)/civil disturbance situation, etc.
Chemical spill

1. In charge person will notify the school Chief Executive Officer of any school emergency.
2. If the problem is outside the school, teacher and students will stay inside and take cover according to building procedures and instructions. Each member of the faculty shall have a class roster and emergency procedures checklist in his/her possession.
3. If the problem is inside the building, teachers and students will follow evacuation procedures and/or instructions.
4. If the teacher(s) and students are outside at recess, return to the inside or follow evacuation procedures and/or instruction for leaving the building and reporting to designated site(s).
5. The office staff will activate the parent telephone tree if necessary.
6. Use the P.A. system, bullhorn, walkie-talkie, etc. to alert teachers and students to report to designated sites where parents will expect to find their children.
7. Fire drills, tornado drills and any other drills will be held as necessary to ensure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both scheduled and unscheduled times in order to provide experiences in various situations.

FIELD TRIP PROCEDURES

1. Available bus dates are posted in the Main Office.
2. Teachers sign up for trips and make arrangements with the institution.
3. Once arrangements are made and confirmed, teachers are to indicate confirmation in the space provided. The form must be completed in its entirety.
4. All fees must be collected at least two weeks in advance so that a check may be issued. Money should be turned in to the office daily.
5. Teachers must develop a lesson incorporating the purpose of the trip.
6. A follow-up lesson should also be planned. All field trip participants are to have a current permission slip and current emergency medical form with parent signature. Teachers are to take a copy of student roster, permission slip and emergency medical form on the field trip.

NOTIFY FOOD SERVICE DIRECTOR

Follow times within the following guidelines: 9:00 a.m. – 2:15 p.m.

*** Bus must be back in the East Cleveland City School District by 2:15 p.m.**

SUGGESTIONS

Before a field trip is undertaken teachers should explore the many facets of it.

Before the Field Trip:

1. Will it provide learning experiences not possible in the classroom?
2. What is the purpose?
3. Will it add to student interest and motivation in the topic?
4. Will it increase the knowledge of the topic under study?
5. Will the first-hand experience increase the accuracy of specific concepts?
6. Will it aid in developing understandings not possible in verbal teaching?
7. How will the learning involved become of real use?
8. Will it lead to further desirable learning activities?
9. Is this the most efficient and effective way for the students to get the needed information and experience?
10. Will all those attending benefit from the trip?
11. Is the expenditure of effort, time and money justifiable?
12. Would it be better for a committee to go and report back?
13. Could the same results be obtained by parents taking their own children?
14. Have arrangements been made and confirmed by someone at the trip's destination?
15. Would one day rather than another provide the most learning for the students?
16. Have rules for conduct and safety been established?
17. Did you carefully develop a need in the students for the trip?

18. Do the students understand the purpose or purposes of the trip?
19. Are there clear-cut decisions of what to look for?
20. Are questions listed whose answers should come out of the trip?
21. Are there observation activities for students to engage in going to and from the destination?
22. Have an itinerary and a time schedule been worked out? Do the students have copies of them and/or understand them completely?
23. Should parents be informed as to the nature etc. of the field trip?
24. Have all school regulations been met?

FOLLOW-UP

Possible activities include:

- a) Group discussion based on questions formulated before the trip and raising questions to be considered for further study.
- b) Individual or group reports based on preparing;
- c) Creative projects, exhibits, dramatizations, writings, bulletin board displays, scrapbooks, artwork.
- d) Map work.
- e) Visual aids to amplify, clarify, and organize impressions of the trip.
- f) Thank you notes.
- g) Items for the school paper or local press.

Evaluation could include:

- a) How well were our plans implemented?
- b) Were our questions answered?
- c) Were any new interests discovered?
- d) If we were to plan it all again, how could we improve?
- e) Would we recommend this trip for future classes? Why?
- f) How effective was the trip in relation to the purpose?

FIELD TRIP LUNCH REQUEST FORM

(Request Needed 3 Full Weeks in Advance of Fields Trip. (No Exceptions will be Accepted this Year))

Meals can only be provided on a scheduled school day

(A cooler with ice must be provided to the kitchen for the milk)

Name of School _____

Date of Request _____

Teacher's Name _____

Grade _____ Date of Field Trip _____

Time of Field Trip _____

Destination _____

Number of Student Lunches Needed _____

Number of Adult Lunches Needed (\$3.25 each) _____

Number of Bus Driver Lunches Needed (\$3.25 each) _____

Total Number of Lunches Needed _____

Lunches will be Picked Up in the Cafeteria at _____ a.m. _____ p.m.



Principal's Signature _____ Date _____

We are here for the development of the whole child. Body. Mind, & Spirit



P.O Box 1318 • South Boardman Drive • Gallup, New Mexico 87305-1318
(505) 721-1123 • FAX (505) 721-1132

GENERAL INFORMATION

FACULTY MEETINGS

Faculty meetings will be held once a month. Dates will be determined by the Administrators of Curriculum, Instruction, and Assessment. **All teachers are required to attend staff meetings.**

PARKING

Teachers must have an East Cleveland Parking Sticker (See the secretary for stickers)

TELEPHONE USE

Teachers may use the office phone for school and emergency use only. You are encouraged to use the phones in the teachers' lounge. The office cannot be responsible for relaying personal messages (not emergencies) to teachers. Personal cell phone use is **prohibited** while teaching classes.

VISITATIONS

Please make all Central Office Personnel, representatives from the State Department and teachers from other schools welcome as visitors to the building. Follow all visitor guidelines and procedures for entering the building.

PUPIL ABSENCES/TARDINESS

TEACHER MUST INVESTIGATE ANY UNEXPLAINED ABSENCE AFTER THREE (3) DAYS. If contact cannot be made, notify the office. Children who are tardy must report to the office for a tardy pass before they are permitted to enter their classroom.

PASSES

Any child moving through the hall, for any reason, must have a pass unless they are a member of a class unit moving under the direction and supervision of a teacher.

EARLY ENTRY

In the event it is necessary to have children enter the building early for any reason, a special entry pass should be used. Only those children possessing such a pass will be permitted to enter before the first bell rings. Children in the building after 3:00 p.m. must have a pass also.

OFFICE PASS

Children detained in the office will be given a pass to enter class or a teacher will be notified.

EARLY RELEASE

Students will be released from school only with parental permission. Notes from parents must be sent to the office. Students will meet their parents in the office. Do not send children home from the playground or classroom. No students are to run errands for teachers before or after school, off school grounds.

STUDENT SUPERVISION/DAILY SCHEDULE

Teachers are not to leave their classrooms unsupervised for any reason during the day. Teachers are responsible for maintaining discipline in the hallways and restrooms.

Upon dismissal teachers will escort the students from the classroom out of the building. Dismissal supervision is concluded upon the clearance of school grounds or upon administrative approval/notification.

DURING RECESS TEACHERS MUST SUPERVISE THEIR CLASS IN A PLANNED ACTIVITY. IN ORDER TO MONITOR THE APPROPRIATENESS OF STUDENT INTERACTIONS AND THE SAFETY THEREOF; IT IS IMPERATIVE TO CIRCULATE AMONG THE STUDENTS DURING THE RECESS PERIOD.

ACCESS RIGHTS – CUSTODIAL/NON-CUSTODIAL PARENT(S) POLICY

By statute, a non-custodial parent, just as a custodial parent has the right to access and receive copies of school records and information, to attend parent-teacher conferences and to be informed about their child's welfare, progress and status. This would include, but not be limited to, access to school records, notification of school events, attendance at parent-teacher conferences, attendance at individual education program meetings, etc. The only exception to this rule is where access by the non-custodial parent is specifically limited or prohibited by court order.

The law generally allows access by both the custodial and non-custodial parent. The school district cannot restrict the rights of the non-custodial parent without notice of a court order providing otherwise. The custodial parent should be responsible for advising the school building and/or school district when a court has issued an order limiting or restricting access by the non-custodial parent and provide a copy of the order to the school building and/or school district. The parent should further be responsible for providing a copy of any revised orders that affect custody or visitation. If presented with such an order, the building principal and all other administrators, teachers or other persons who have supervision of the child or the child's records should be made aware of the order.

IN THE EVENT THE NON-CUSTODIAL PARENT HAS VISITATION RIGHTS SUCH THAT HE OR SHE WILL PICK UP THE CHILD FROM SCHOOL, THE SCHOOL SHOULD BE INFORMED OF THIS ORDER AND BE PROVIDED A COPY OF THE ORDER BEFORE ALLOWING THE CHILD TO LEAVE WITH THE NON-CUSTODIAL PARENT WITHOUT THE CONSENT OF THE CUSTODIAL PARENT.

HEALTH AND SAFETY MATTERS

PROCEDURES FOR ADMINISTERING MEDICATIONS IN SCHOOL

When a student contracts an illness that requires medication, the student should remain at home under parental supervision. The school should not be expected to administer medications in this situation.

MEDICATION POLICY

Many students are able to attend school regularly only through effective use of medication in the treatment of disabilities or illness. Insofar as it is possible, provisions should be made for such medication to be given by the parent prior to or following the school day. When possible, parents should plan to bring and administer medication. Those students old enough to understand and follow directions for taking their medication should be responsible for same under supervision. If this is not possible, the dispensation of medication during the school day will be done in accordance with the following:

- A. Persons hereinafter designated by the Board of Education shall be authorized, when acting in situations other than those governed by O.R.C. §§2305.23, 2305.231, and 3313.712, to administer to a student a drug prescribed by a prescriber for the student in accordance with this Policy. Only Board employees who are licensed health professionals, or have completed an appropriate drug administration training program conducted by a licensed health professional and considered appropriate by the Board, may administer to a student a drug prescribed for the student. Except as otherwise required by federal law, no employee of this Board shall use the following procedures to administer drugs to a student:
 - 1. Injection.
 - 2. Catheterization.
 - 3. Any other special procedures.
- B. The school nurse or an appropriate person appointed by the building principal will supervise the secure and proper storage and dispensing of medications. However, nothing in this policy shall be construed to require a person employed by this Board to administer a drug to a student if such person objects, on the basis of religious convictions, to administering the drug.
- C. No drug prescribed for a student shall be administered pursuant to this policy or federal law, which includes but is not limited to the Individuals with Disabilities Education Act, until the following occur:
 - 1. The school nurse or other person(s) designated by the building principal receives a written request, signed by the parent, guardian, or other person having care or charge of the student, that the drug be administered to the student.
 - 2. The school nurse or other person(s) designated by the building principal receives a written statement, signed by the prescriber who prescribed the drug, that includes all of the following information:
 - a. The name and address of the student;
 - b. The school and class in which the student is enrolled;
 - c. The name of the drug and the dosage to be administered;
 - d. The time or intervals at which each dosage of the drug is to be administered;

- e. The date the administration of the drug is to begin;
 - f. The date the administration of the drug is to cease;
 - g. Any severe adverse reactions that should be reported to the prescriber and one or more telephone numbers at which the prescriber can be reached in an emergency;
 - h. Special instructions for administration of the drug, including sterile conditions and storage.
3. The parent, guardian, or other person having care or charge of the student agrees to submit a revised statement signed by the prescriber of the drug to the school nurse or other person(s) designated by the principal if any of the information previously provided by the prescriber pursuant to division (C)(2) of this policy changes.
 4. The school nurse or other designated person(s) must receive a copy of all statements and revisions of any statement required by division (C)(1) and (2) of this policy;
 5. The non-expired drug is received by the school nurse or other designated person(s) authorized to administer the drug to the student for which the drug is prescribed in the container in which it was dispensed by the prescriber or a licensed pharmacist. The parent is required to bring all medication to school; and
 6. Any other procedures required by the Board policy are followed.
- D. If a prescribed drug is administered to a student, the school nurse or other person(s) designated by the principal shall acquire and retain copies of the written requests and statements required by this policy, and shall ensure that by the next school day following the receipt of any such statement a copy is given to the person authorized to administer drugs to the student for whom the statement has been received and the original is kept on file in the building where the student attends school.
- E. The school nurse or a person designated by the principal, or designee shall establish a location in each school building for the storage of drugs to be administered under this policy. All such drugs shall be stored in that location in a locked storage place, except that drugs that require refrigeration may be kept in a refrigerator in a place not commonly used by students.
- F. No person who has been authorized by the Board to administer a drug in accordance with this policy and who has a copy of the most recent statement required by this policy given to him in accordance with this policy prior to administering the drug is liable in civil damages for administering or failing to administer the drug, unless such person acts in a manner that constitutes gross negligence or wanton or reckless misconduct.
- G. This policy may be changed, modified, or revised by action of the Board policy.
- H. Nothing in this policy affects the application of O.R.C. §§2305.23, 2305.231, or 3313.712 to the administration of emergency care or treatment to a student.

- I. All dental disease prevention programs sponsored by the Ohio Department of Health and administered by school employees, parents, volunteers, employees of local health districts, or employees of the Ohio Department of Health, which utilize prescription drugs for the prevention of dental disease and which are conducted in accordance with the rules and regulations of the Ohio Department of Health, are exempt from all requirements of this policy. This policy does not apply to or otherwise regulate the conduct of such dental disease programs sponsored by the Ohio Department of Health.
- J. In an emergency situation, such as an asthma attack or severe allergic reaction (anaphylaxis), those individuals authorized and in-serviced to administer drugs shall administer the appropriate medication in accordance with the written instructions on file and Board policy.
- K. Other oral medication, such as Tylenol or Motrin, will not be administered to children by school personnel, unless (C) requirements are completed and turned into the school.
- L. The District retains the discretion to reject requests for administration of medication.
- M. A copy of this policy may be provided to parents upon their request for administration of medication in the schools.
- N. In the case of over the counter drugs, the same procedures as outlined in the above policy are to be followed with the exception of those procedures referring to the prescriber's permission and procedures. In the case of over the counter drugs, the parent is responsible for complying with all procedures in lieu of the prescriber and assumes liability for the above.
- O. For purposes of this policy, the term "prescriber" includes only the following:
 - 1. A dentist licensed under O.R.C. Chapter 4715;
 - 2. A clinical nurse specialist, certified nurse-midwife, or certified nurse practitioner who holds a certificate to prescribe issued under O.R.C. §4723.48;
 - 3. An optometrist licensed under O.R.C. Chapter 4725 to practice optometry under a therapeutic pharmaceutical agents certificate; or
 - 4. A physician authorized under O.R.C. Chapter 4731 to practice medicine and surgery, osteopathic medicine and surgery, or podiatry.
 - 5. A physician assistant who holds a certificate to prescribe issued under O.R.C. Chapter 4730.

ASTHMA MEDICATION AND EPINEPHRINE AUTO INJECTORS POLICY

ASTHMA MEDICATION

A student attending any school in the District may possess and use at school or at any activity, event, or program sponsored by or in which his/her school is a participant, a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms or to prevent the onset of asthmatic symptoms before exercise, if both of the following conditions are satisfied:

A. The student has the written approval of his/her physician and, if the student is a minor, the written approval of his/her parent, guardian or other person having care or charge of the student. This physician's written approval shall contain the following information.

1. The student's name and address;
2. The names and dose of the medication contained in the inhaler;
3. The date the administration of the medication is to begin;
4. The date, if known, that the administration of the medication is to cease;
5. Written instructions that outline procedures school personnel should follow in the event the asthma medication does not produce the expected relief from the student's asthma attack;
6. Any severe adverse reactions that may occur to the child using the inhaler and that should be reported to the physician;
7. Any severe adverse reactions that may occur to another child, for whom the inhaler is not prescribed, should such a child receive a dose of the medication;
8. At least one emergency telephone number for contacting the physician in an emergency;
9. At least one emergency telephone number for contacting the parent, guardian, or other person having care or charge of the student in an emergency;
10. Any other special instructions from the physician.

B. The school principal and school nurse assigned to the student's building has received copies of the written approvals required by division A. of this policy. The District, a member of the Board of Education, or a District employee shall not be liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a district employee's prohibiting a student from using an inhaler because of the employee's good faith belief that the conditions of divisions A. and B. of this policy had not been satisfied. The District, a member of the Board, or a District employee shall not be liable in damages in a civil action or injury, death, or loss to person or property allegedly arising from a District employee's permitting a student to use an inhaler because of the employee's good faith belief that the conditions of divisions A. and B. of this policy had been satisfied. When the District is required to permit a student to possess and use an inhaler because the conditions of divisions A. and B. of this policy have been satisfied, the District, any member of the Board, or any District employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from the use of the inhaler by a student for whom it was not prescribed. Nothing in this policy eliminates, limits, or reduces any other immunity or defense that the District, any member of the Board, or any District employee may be entitled to under O.R.C. Chapter 2744, any other provision of the Revised Code, or the common law of the state.

EPINEPHRINE AUTO INJECTORS

Employee Use:

1. Epinephrine auto injectors shall be stored at the following location in each school building: School Health Office.
2. Epinephrine auto injectors shall be kept in the carrying tube they come in, tightly closed, at room temperature and away from light, extreme temperatures and moisture. Epinephrine auto injectors must be replaced when the expiration date on the device or device packaging has passed. An epinephrine auto injector must be disposed of if used or tampered with.
3. In addition to school nurses and athletic trainers, Board employees who have received training in accordance with this policy may access and use an epinephrine auto injector to provide a dosage of epinephrine to an individual in an emergency situation.
4. The District's nurse or another licensed healthcare provider, as determined by the Chief Executive Officer, shall provide epinephrine auto injector training to Board employees in accordance with this policy. Such training shall include lessons on proper storage, procurement, and use of the epinephrine auto injector. Such training must be completed before an employee is authorized to access and use an epinephrine auto injector.
5. A school nurse, athletic trainer, or other employee authorized to access and use an epinephrine auto injector may use such device if an individual exhibits signs and symptoms of anaphylaxis, or in other emergency situations where use is medically necessary.
6. Assistance from an emergency medical provider must be requested immediately after an epinephrine auto injector is used.
7. A dosage of epinephrine may be administered through an epinephrine auto injector in an emergency situation to students, Board employees or contractors, and school visitors.

Student Use:

A student attending any school in the District may possess and use at school or at any activity, event, or program sponsored by or in which his/her school is a participant, an epinephrine auto injector to treat anaphylaxis if both of the following conditions are satisfied:

A. The student has the written approval of the prescriber of the auto injector and, if the student is a minor, the written approval of his/her parent, guardian or other person having care or charge of the student. This prescriber's written approval on the appropriate form shall contain at least the following information.

1. The student's name and address;
2. The names and dosage of the medication contained in the auto injector;
3. The date the administration of the medication is to begin;
4. The date, if known, that the administration of the medication is to cease;
5. Acknowledgment that the prescriber has determined that the student is capable of possessing and using the auto injector appropriately and has provided the student with training in the proper use of the auto injector;
6. Circumstances in which the auto injector should be used;
7. Written instructions that outline procedures school personnel should follow in the event the student is unable to administer the anaphylaxis medication or the medication does not produce the expected relief from the student's anaphylaxis;

8. Any severe adverse reactions that may occur to the child using the auto injector and that should be reported to the prescriber;
9. Any severe adverse reactions that may occur to another child, for whom the auto injector is not prescribed, should such a child receive a dose of the medication;
10. At least one emergency telephone number for contacting the prescriber in an emergency;
11. At least one emergency telephone number for contacting the parent, guardian, or other person having care or charge of the student in an emergency;
12. Any other special instructions from the prescriber. B. The school principal and school nurse assigned to the student's building has received copies of the written approvals required by division A. of this section of the policy. C. The school principal or, if a school nurse is assigned to the student's school building, the school nurse has received a back-up dose of the anaphylaxis medication from the parent, guardian, or other person having care or charge of the student, or, if the student is not a minor, from the student. D. Whenever a student possesses an auto injector at school or at any activity, event, or program sponsored by or in which the student's school is a participant, or whenever a school employee administers anaphylaxis medication to a student that was possessed by the student pursuant to the written approval described above, a school employee shall immediately request assistance from an emergency medical service provider. Immunity from Tort Liability The District, a member of the Board, or a District employee shall not be liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from a District employee's prohibiting a student from using an auto injector because of the employee's good faith belief that the conditions of divisions A. and B. of this section had not been satisfied. The District, a member of the Board, or a District employee shall not be liable in damages in a civil action or injury, death, or loss to person or property allegedly arising from a District employee's permitting a student to use an auto injector because of the employee's good faith belief that the conditions of divisions A. and B. of this section had been satisfied. When the District is required to permit a student to possess and use an auto injector because the conditions of divisions A. and B. of this section have been satisfied, the District, any member of the Board, or any District employee is not liable in damages in a civil action for injury, death, or loss to person or property allegedly arising from the use of the auto injector by a student for whom it was not prescribed. The District, a member of the Board, or a District employee or contractor is not liable in damages in a civil action for injury, death, or loss to person or property that allegedly arises from an act or omission associated with procuring, maintaining, accessing, or using an epinephrine auto injector, unless the act or omission constitutes willful or wanton misconduct. Nothing in this policy eliminates, limits, or reduces any other immunity or defense that the District, any member of the Board, or any District employee may be entitled to under O.R.C. Chapter 2744, any other provision of the Revised Code, or the common law of the state.

CONTAGIOUS DISEASES

Parents are asked to notify the school office when a child contracts a contagious disease, so that other parents can be notified that their children have been exposed to the disease. Examples of contagious diseases or condition include but are not limited to the below table of guidelines.

EXCLUSION GUIDE FOR COMMUNICABLE DISEASES

Disease	Period of Exclusion
1. Chicken Pox	Minimum 10 days without doctor's release – 7 days with doctor's written release
2. Hepatitis (Infectious) Hepatitis A	Doctor's written release required
3. Impetigo	Until lesions are dry and treatment started
4. Measles (3 day) Rubella or German Measles	(Until recovery is complete – Minimum 5 days after rash appears
5. Measles (9 day) Rubeola	Rubeola Until recovery is complete – Minimum 10 days after rash appears
6. Mononucleosis	Return to school on advice of physician
7. Mumps	Until swelling is gone
8. Pediculosis	Until free of lice and nits according to a physician
9. Pink Eye	24 hours after the start of treatment with antibiotics until no drainage/discharge
10. Ringworm	24 hours after treatment or medication has started
11. Scabies	Until treated
12. Scarlet Fever	24 hours after medication is started and is fever free at home for 24 hours
13. Strep Throat	24 hours after medication is started and is fever free at home for 24 hours

IMMUNIZATION REQUIREMENTS FOR SCHOOL ATTENDANCE

DTaP/DT Tdap/Td (Diphtheria, Tetanus, Pertussis)

Kindergarten: Four (4) or more doses of DTaP or DT, or any combination. If all four doses were given before the 4th birthday, a fifth (5) dose is required. If the fourth dose was administered at least six months after the third dose, and on or after the 4 th birthday, a fifth (5) dose is not required.

Grades 1-12: Four (4) or more doses of DTaP or DT, or any combination. Three doses of Td or a combination of Td and Tdap is the minimum acceptable for children age seven (7) and up.

Grades 7-12: One (1) dose of Tdap vaccine must be administered prior to entry.

IPV (Polio)

Grades K-8: Three (3) or more doses of IPV. The FINAL dose must be administered on or after the 4 th birthday regardless of the number of previous doses. If a combination of OPV and IPV was received, four (4) doses of either vaccine are required.

Grades 9-12: Three (3) or more doses of IPV or OPV. If the third dose of either series was received prior to the fourth birthday, a fourth (4) dose is required; If a combination of OPV and IPV was received, four (4) doses of either vaccine are required.

MMR (Measles, Mumps, Rubella)

Grades K-12: Two (2) doses of MMR. Dose one (1) must be administered on or after the first birthday. The second dose must be administered at least 28 days after dose one (1).

HEP B (Hepatitis B)

Grades K-12: Three (3) doses of Hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least 8 weeks after the second dose. The last dose in the series (third or fourth dose), must not be administered before age 24 weeks.

Varicella (Chickenpox)

Grades K-8: Two (2) doses of varicella vaccine must be administered prior to entry. Dose one (1) must be administered on or after the first birthday. The second dose should be administered at least three (3) months after dose one (1); however, if the second dose is administered at least 28 days after the first dose, it is considered valid.

Grades 9-12: One (1) dose of varicella vaccine must be administered on or after the first birthday.

MCV4 (Meningococcal)

Grades 7-9: One (1) dose of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry.

Grade 12: Two (2) doses of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry. ****

No pupil at the time of initial entry or at the beginning of each school year shall be permitted to remain in school for more than fourteen (14) days unless the pupil presents written evidence satisfactory to the District that the pupil has been immunized or is in the process of being so immunized against diphtheria, pertussis, tetanus, polio, mumps, rubeola, rubella, varicella, hepatitis B, and meningococcal. In addition, no pupil who begins kindergarten at an elementary school shall be permitted to remain in school for more than fourteen (14) days unless the student presents satisfactory written evidence that he/she has been immunized by a Department of Health-approved method or is in the process of being so immunized. Pursuant to O.R.C. §3301.60, if the pupil is a child of a military family who transferred from a public school district in another state (the “sending state”), the District shall permit the pupil to remain in school for thirty (30) days or the time determined under rules established by the Interstate Commission on Educational Opportunity for Military Children to obtain and present written evidence that the pupil has been immunized or is in the process of being so immunized. “In the process of being so immunized” means the pupil has been immunized against mumps, rubeola rubella, and varicella and if the pupil has not been immunized against poliomyelitis, diphtheria, pertussis, tetanus, hepatitis B, and meningococcal, the pupil has received at least the first dose of the immunization sequence, and presents written evidence to the pupil’s building principal of each subsequent dose required to obtain immunization at the intervals prescribed by the Director of Health. Any student previously admitted under the “in process of being so immunized” provision and who has not complied with the immunization intervals prescribed by the Director of Health shall be excluded from school on the fifteenth day of the following school year. Any student so excluded, shall be readmitted upon showing evidence to the student’s building principal of progress on the Director of Health’s interval schedule. A pupil who has had natural rubeola, mumps, or varicella and presents a signed statement from the pupil’s parent, guardian or physician to that effect, is not required to be immunized against rubeola, mumps, or varicella. A pupil who presents a written statement of the pupil’s parent or guardian in which the parent or guardian objects to the immunization for reasons of conscience, including religious convictions, is not required to be immunized. A pupil whose physician certifies in writing that such immunization against any of the diseases set forth in this policy is medically contraindicated is not required to be immunized against the disease. The District may deny admission to a pupil otherwise exempted from the immunization requirements if the Director of the State Department of Health notifies the school’s principal or Chief Executive Officer that an immunization requirement epidemic exists in the school District’s population. The denial admission shall cease when the director notifies the principal or Chief Executive Officer that the epidemic no longer exists. The Chief Executive Officer or designee shall establish methods whereby the academic standing of a pupil who is denied admission during an immunization requirement epidemic may be preserved.

HOMEWORK

(Out of School Assignments)

The following statement regarding homework assignments is for the purpose of creating uniformity and clarity within the District and establishing official Board of Education Policy.

The purpose of homework is to help students become self-directing, independent learners. Homework assignments shall support clearly defined school and classroom objectives and shall be used to reinforce or enhance school experiences. Emphasis shall be placed on the value of the assignments to the students.

The immediate purpose of a specific homework assignment may be to:

1. Strengthen basic skills.
2. Extend classroom learning.
3. Stimulate further interests.
4. Reinforce independent study skills.
5. Develop initiative, responsibility, and self-direction.
6. Stimulate worthwhile use of leisure time.
7. Acquaint parents with the work pupils do in school.

The following principles should guide homework assignments.

1. If the homework is to have value, its purpose and relation to what has been taught in the classroom must be clearly understood.
2. Pupils should understand not only what to do, but also how to do it.
3. Homework should grow from classroom problems, projects, and concerns.
4. The pupil's total daily homework load and out of school responsibilities must be considered by the teacher when deciding upon the length of any assignment.
5. Homework shall not be assigned simply for the sake of providing busy work.

Homework assignments should be properly evaluated.

HOMEWORK

Homework helps to develop student initiative, independence, and responsibility. Teachers have the challenge of nurturing these qualities. Points to keep in mind are listed where they began.

1. Keep homework records, charts, points, etc. to show how far students have progressed.
2. Design a method of collecting, checking, and giving feedback to students and parents on homework.
3. Design a method of dealing with students who do not complete their homework.
4. Develop a method for getting parents committed to helping their child be accountable for doing homework.
5. Always try to find out the cause or reasons why students have not done the homework.
6. Communicate with parents about the assignments and types of homework given.
7. Encourage parents to sign and/or write comments on assignments.
8. Give recognition to the student for completed homework assignments. This is not to say that grading homework is a desirable practice, but that a student who has spent considerable time completing a task deserves some sort of recognition for having done so. Feedback should be provided:
 - a) by reviewing homework in class
 - b) by collecting it and checking it, and
 - c) by providing appropriate reaction for follow-up.
9. Consider communicating positive messages to parents when homework is completed.
10. Consider using successfully-done homework as a grade “*insurance policy*” i.e. allowing homework to sometimes prevent low grades due to poor testing.

CONCLUSION

While these guidelines cannot ensure the success of a homework program, they will go a long way in making homework a significant learning experience.

EAST CLEVELAND CITY SCHOOL DISTRICT

BOARD OF EDUCATION

District Promotion, Acceleration, Placement and Retention Procedures Policy

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 appropriate to their needs at the various stages of their growth.

IT SHALL BE THE POLICY OF THE BOARD THAT EACH STUDENT BE MOVED FORWARD IN A CONTINUOUS PATTERN OF ACHIEVEMENT AND GROWTH THAT IS IN HARMONY WITH HIS/HER OWN DEVELOPMENT.

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

A student will be promoted to the succeeding grade level or course 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.

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 achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level or course;
- B. Scored at the below basic level on the state –mandated assessment level.

* A student may be placed at the next level when retention would no longer serve in the best interest of the student.

DISTRICT RETENTION PROCEDURES AND GUIDELINES:

Retention Must include the Following:

1. Indicate in writing to the parent and principal if the child is working below grade level in reading and math by the first conference.
2. Teacher will provide data from assessments; STAR (short cycle) benchmarks, and other test data. Planned Interventions will be shared with parent. Parent will sign letter-indicating interventions.
3. Report card at semester/third nine weeks must indicate possibility of retention and low grades (D or F). Names submitted to principal at this time.
4. A second conference regarding retention must be held and indicate in writing the strong possibility of retention at the end of 3rd 9 weeks.
5. Teacher and staff will discuss and plan further interventions. Teacher must document interventions.
6. If retention is still evident, the principal will send an official letter of retention. Parents must attend a final meeting that includes the student's teacher(s). This must be done in the month of May.

EAST CLEVELAND CITY SCHOOLS

Procedures for Possible Retention of Elementary Students

Name of Student: _____

Name of Teacher: _____

Grade: _____

1. Have you referred this student to the IAT meeting?
2. Why is retention being considered? Give specific information.
3. What modifications/interventions have you attempted?
4. List the parental meetings/phone conversations that have been made and the results of these contacts with the parents.
5. Has retention been discussed with the parent ? Explain.

Include with this form:

- ☐ Copy of progress report
- ☐ Up-to-date attendance
- ☐ Individual Intervention Plan

RETENTION LETTER

Dear Parent/Guardian of: _____

As you know this school year has ended, and I am sure, you are aware of your child's academic progress. This letter is to notify you that your child will be retained in his/her current grade for the _____ school year.

This designation means that your child has not mastered the basic skills in his/her grade level according to the East Cleveland City School Policy. It also indicates his/her performance is below average in language arts and math.

At this time I believe that it would be in your child's best interest emotionally, physically and socially to be retained in his/her present grade level.

Please feel free to contact me if you have questions regarding your child's retention.

Sincerely,

Principal

- Please sign and return a copy of this letter indicating that you have received this notice. Your signature does not mean agreement with this letter, only that you have received the information.

Parent/Guardian's Signature

Date

Dear Parent/Guardian of: _____

As you know, this school year is half over. I am sure that you are aware of your child's _____ academic progress. This letter is to notify you that at this point in the school year, your child _____, is in danger of being retained.

There is still time for _____ to be academically successful during this school year. I know that you have discussed the possibility of retention with your child's teacher at parent-teacher conferences. Please keep in contact with the school to help monitor your child's progress.

I am sure that you are aware it takes both the home and school working together to help your child learn. We all want your child, _____ to be successful in school. We will meet again during the second semester to discuss _____ progress.

Please call me if you have questions.

Sincerely,

Principal

Please sign, date this letter, and return to me. Thank you.

Parent/Guardian's Signature

Date

GRADING POLICY

To provide a greater degree of consistency in the evaluation and grading of students by teachers, the following grading policies are to be implemented.

GRADING PROCEDURES

Class work, homework, tests, class participation, quizzes, and any special projects (notebooks, term papers, oral reports, journals, etc.) will be considered in determining a student's grade by the teacher. Students must be offered the opportunity to make up all work.

MINIMUM GRADES PER WEEK

Each teacher must have a minimum of two grades per week entered in his/her grade book for each major subject. All other subject areas must have one grade per week marked in the teacher's grade book.

LETTER GRADE DESIGNATION

The system for interpreting class percentage point totals to letter grade is as follows:

90 -100	=	A (4points)
80 – 89	=	B (3 points)
70 – 79	=	C (2 points)
60 – 69	=	D (1 point)
0 – 59	=	F (0 points)

Honor Roll – 3.5 Average – nothing lower than B to qualify.

Merit Roll – 3.0 Average – only one C to qualify.

Each teacher will compute his/her grades using percentages. The corresponding letter will be reported each nine weeks. All students will receive report cards based on a nine or ten week grading period.

Unsatisfactory reports are to be issued to parents at the midpoint of each grading period if a student is doing less than C work, at grade level. Failure of a teacher to send home deficiency reports or to contact parents indicates that the student is working to capacity.

Elementary Specialists will use the notations of "S" (*Satisfactory*) or "U" (*Unsatisfactory*) on the K-3 Checklists. The notations must be submitted to the classroom teachers no later than one week prior to the issuance of the checklists.

PROMOTION PHILOSOPHY

Our goal for each pupil is the development of skills and abilities, as well as the acquisition of knowledge, to enable one to live a rewarding, productive, and self-fulfilling life.

Continuous progress of the pupil's academic, social, and emotional growth should guide promotional policy and procedures. Other factors to consider are: chronological age, mental age, physical development, motivation, effort, and purpose.

The wide range of abilities among pupils makes classification difficult; consequently, teachers may find that some adjustment of programs is necessary to ensure continuous progress for all children.

At any time during the school year, when there is a question concerning the child's progress, evaluation of his/her status should be accomplished together by the teacher(s), parent(s), principal, and appropriate special service personnel as soon as possible. After each evaluation, a written recommendation for action shall follow and the pupil may then be placed in the most suitable learning environment based on academic, emotional, social, and/or physical needs. Parents/Guardians should be advised regularly of their child's performance to enable them to understand this placement and participate cooperatively in the pupil's progress.

Promotion and retention shall occur only at the end of the school year. The decision to retain a child shall be accomplished by a meeting of the teacher and principal and, if needed, the appropriate special service personnel. The parents/guardians of a child who has been recommended for retention shall be apprised of the school's decision and their input shall be solicited, but the final decision shall be that of the school authorities.

The possibility of a second retention in a pupil's elementary school career shall be evaluated by the Pupil Personnel Services' team and/or outside resources before arriving at a decision. No pupil shall spend more than two years in one grade or be retained more than twice before entering the middle school.

In the primary grades (K-3), it is not only possible but also desirable for some children to spend more or less than the customary time. Level of developmental maturity should be thoroughly evaluated before entry into the intermediate grades.

Intermediate grades (4 through 6) become the second point at which the pupil's progress should be critically evaluated. The need for extended time at the intermediate level should be determined as early as possible. Children in these grades shall not be retained except in very unusual circumstances.

RETENTION POLICY

The East Cleveland City School District Board of Education recognizes that the personal, social, physical and educational growth of children will vary, and thusly, students will receive an education appropriate to their needs.

It shall be the policy of the Board of Education that each student be moved forward in a continuous pattern of achievement and growth that is in correlation with his/her own development.

Such patterns will coincide with the system of grade levels established by the Board of Education and the instructional objectives for each.

1. A student will be promoted to the succeeding grade level or course when he/she has:
2. Completed the course and state-mandated requirements at the assigned grade;
3. Achieved the instructional objectives set forth at the present grade;
4. Demonstrated sufficient proficiency to permit him/her to advance to the next grade level;
5. Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience at the next grade.

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

1. In the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are necessary requisites for success at the succeeding grade level or course
2. Scored at the below basic level on state-mandated assessment(s)

A student may be placed at the next level when retention would not longer serve in the best interest of the student.

The East Cleveland City Schools Board of Education authorizes the Chief Executive Officer to implement this Retention and Promotion Policy effective with the 2006-2007 school year.

ATTENDANCE POLICY

The policy of the East Cleveland City School District mandates that every student enrolled within the District shall attend school every day and on time. Toward that end, school administrators will implement compulsory attendance policies. Additionally, when appropriate, school personnel will seek the support of agencies and persons external to the school district to assist in implementation of these mandates.

ABSENCE FROM SCHOOL/CLASS

Regular attendance is an important factor in the establishment of a good scholastic record. Work missed through an absence from school is difficult to make up. There is no substitute for the actual participation in the daily classroom discussion and work.

Parents have the responsibility to encourage students to do their best work in school, stress regular and timely school attendance, understand school rules and cooperate with school personnel in enforcing them.

Students have the responsibility to attend school regularly, to be on time to each of his/her classes and to behave in ways, which foster academic excellence and good citizenship.

GENERAL PROCEDURES

1. The school administrator's office shall have on file a completed Registration Form for each student, which includes demographic information and the parent's signature made available for comparative purposes when necessary.
2. At the beginning of the school year, the administrator (or his/her designee) shall inform the students and their parents of the East Cleveland City School District Attendance Policy.
3. The administrator shall inform the students, parents, and/or legal guardians that they have the responsibility of notifying the school by telephone and/or by note if a student is going to be absent or tardy to school. A written explanation regarding the student's absence and/or tardiness shall accompany the student when he/she returns to school.
4. Students transported by board-owned vehicles shall be marked "Excused Tardy" if they are late as a result of transportation problems, inclement weather or similar difficulties.
5. The homeroom teacher shall check attendance daily; and keep an accurate record of each student's attendance, absence; and tardiness on the appropriate forms.
6. Each classroom teacher shall report all absences daily to the office on the appropriate attendance form.
7. The appropriate school personnel shall contact the parent by telephone whenever a student is absent unless prior contact has been made.

EXCUSED ABSENCE

1. Personal Illness

The approving authority (principal, or his/her designee) may require a doctor's certificate if it is deemed advisable.

2. Quarantine of the Home

Absence under this condition is limited to the length of the quarantine as filed by the proper health authorities.

3. Death in Immediate Family

Absence is limited to a period of three days unless reasonable cause may be shown by the family for a longer absence.

4. Observance of a Religious Holiday

Any child of religious faith may be excused for observance of a religious holiday consistent with his creed or belief.

5. Emergency

Emergency or set of circumstances which in the judgment of the Chief Executive Officer of Schools or his/her designee constitutes a good and sufficient cause of absence from school.

UNEXCUSED ABSENCE

Unexcused absences are those requested by parents for reasons other than those provided above. So varied are the examples of unexcused absences that any listing would be impractical and would suggest there are limits. Good administrative judgment is the prime requisite in deciding when absences may be excused or unexcused.

Any unexcused absence may be considered truancy. All truancy will be referred to the appropriate principal who will in turn take appropriate action.

In the event a student has three absences, the principal/designee will contact the parents of the student to determine the problem and offer assistance.

Once the student has accumulated five unexcused absences, the school will notify the parents that the student is in danger of failing.

EXTENDED TRUANCY

Any unexcused absence for ten consecutive days will be considered extended truancy and referred to Pupil Personnel Services (PPS) for appropriate action.

TRUANCY

First Offense: (1-3 days)	Referral to the appropriate principal and notify parents. (Note offense)
Second Offense:(4-6 days)	Parent Conference Sanitation duty, cafeteria duty Detention
Third Offense (7-9 days)	Saturday morning detention (high school) In school suspension Suspension from school.
Fourth Offense: (10 days)	Referral to Pupil Personnel Services (PPS)

NOTE: OFFENSE: ANY INFRACTION OR VIOLATION OF SCHOOL RULES.

LESSON PLANNING

In planning short-term objectives the format in the plan book will be followed.

Procedure to Follow:

1. Every Monday, plans are to be completed for the entire week.
2. Plans are to be visible during the day.
3. At the end of each day the plans are to be open, on your desk, with manuals and substitute folder on top of plan book.
4. Any special directions, seating chart, attendance forms, class list, etc. should be in the substitute folder or plan book.
5. Any teacher-made materials should be inserted in the proper manuals.
6. If for any reason you cannot follow this procedure, please inform the principal in writing giving specific reasons.
7. If problems exist with planning, review resource materials and/or talk with the Curriculum Specialist or the Principal.

Lesson Plans

Weekly lesson plans must be completed on Monday, prior to the start of school. They are to be available daily in the classroom for the following persons to use:

1. The classroom teacher
2. A substitute
3. Central office administrators
4. State Department of Education

The Lesson Plan Book will be monitored by the principal and/or curriculum specialist who will focus on one of the following areas:

1. Allotment of stated times for all subject areas
2. Inclusion of all subject areas
3. Standards and indicators listed
4. Follow through in specific subject areas
5. Homework assignments
6. Variety in student activity
7. Variety in instructional methods
8. Format
9. Evaluation procedures
 - a) Performance objectives that are stated in terms of student achievement
 - b) Procedures or steps to be followed in order to reach objectives
 - c) Text/materials
 - d) Evaluation

RECORDS

Confidential Material – permanent student folders are kept in the main office. Test scores, scholarship and attendance records, etc. are found in the folders. These folders are not to be removed from the main office. Parent Conferences: teachers are required to have at least one parent-teacher conference for each student by the end of the first semester and must complete a conference summary form. Complete forms are turned in to the office, read, and given back to the classroom teacher to be filed in the permanent folder.

TEACHER LUNCHROOMS

All food must be removed from the refrigerator by 3:05 at the end of the week (Friday). There is to be no food or beverages stored or eaten in the classroom. Teachers may leave the building for lunch. Keep the lunchroom area clean.

COMMITTED TO SERVING THE EDUCATIONAL NEEDS OF STUDENTS.

The East Cleveland Elementary Schools, directed by a commitment to excellence, and in partnership with the community, is to serve the needs of the student population by providing:

Maximum learning opportunities
Quality and visionary instruction
A dedicated and knowledgeable staff
Sound fiscal management, and
A safe, orderly environment

Which will develop citizens possessing useful social thinking and communication skills, self-esteem, respect for others, and a desire to continue to learn and adapt to change in a global society



2019-2020 TESTING DATES

OHIO'S STATE TESTS IN ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE AND SOCIAL STUDIES

FALL TEST WINDOWS 2019

- **Grade 3 English language arts** – Five consecutive school days, including makeups, within the Oct. 21 to Nov. 1 window
- **High school end-of-course tests** – Fifteen consecutive school days, including makeups, within the Dec. 3 to Jan. 11 window

SPRING TEST WINDOWS 2020

School districts select 15 consecutive school days, including makeups, within each test window.

- **English language arts** - March 23 to April 24, 2020
- **Mathematics, science and social studies** - March 30 to May 8, 2020

SUMMER TEST WINDOWS 2020 (OPTIONAL)

- **Grade 3 English language arts** – July 6-10, 2020
- **High school end-of-course tests** – July 13 - 24, 2020

REQUESTING EXCEPTIONS TO ONLINE TESTING – 2017-2020

Ohio's State Tests are online exams for all students, with some exceptions. The expectation is that all districts and schools will schedule time and provide technology appropriately for their local situation. Districts or schools with situations involving the limitation of technology should contact the Ohio Department of Education at statetests@education.ohio.gov to start the process of determining your eligibility for an exception to online testing.

OHIO ENGLISH LANGUAGE PROFICIENCY SCREENER

- August 1, 2019 – June 30, 2020

OHIO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

- February 3, - March 27, 2020

ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

- Operational test - February 18-April 10, 2020

PROVISIONS FOR TEST SECURITY

INDIVIDUALS RESPONSIBLE FOR ENSURING TEST SECURITY

DISTRICT LEVEL

Chief Executive Officer and/or his designee
District Coordinator of Testing

BUILDING LEVEL

Principal and/or her designee

No East Cleveland City School District employee or person associated with the East Cleveland City Schools shall release, cause to be released, reproduce, or cause to be reproduced any secure test materials through any means or medium including, but not limited to, electronic, photographic, written, or oral.

PENALTY: Proven violations of this rule may result in dismissal from employment.

No unauthorized person shall have access to any secure test materials at any time such materials are in the East Cleveland City School District.

Authorized personnel will be:

1. Administrator of Testing
2. Building Principals
3. Curriculum Specialists
4. Employees designated and trained as test examiners
5. Designated clerical employees assigned to and under the supervision of the above named authorized personnel for the purpose of sorting and preparing materials for distribution to and from examiners.

PENALTY: Personnel violating this rule shall be reprimanded in writing and subject to the penalty of dismissal if investigation indicates violation of the reproduction standard, providing assistance to a student(s), or providing information about the test to any individual.

PROCEDURES FOR HANDLING AND TRACKING MATERIALS:

Authorized building and/or central office personnel, upon receipt of materials, shall promptly open and verify the stated quantity. Discrepancies shall be reported to the State Department of Education immediately upon receipt. Materials shall then be sorted and sealed securely for distribution. A master inventory form shall be completed indicating date of receipt, quantity received, quantity to be distributed. All materials will be stored in a secure location.

Test examiners shall personally check out and return all materials (test booklets, answer sheets, class roster, irregularity report, defective text booklet(s) if any) each day to the authorized personnel. Materials shall be alphabetized by the examiner, tallied, and secured each day.

Examiners and monitors shall personally distribute and collect test materials to and from each student. Students leaving the testing room after materials have been distributed shall not be permitted to take any materials from the testing room. No student will be permitted to leave the testing room at the conclusion of the test until all testing materials are accounted for by the examiner.

Under no circumstances, except school safety evacuations or physical well-being situations, should the examiner/monitor leave the testing locations unsupervised. In the event of said emergency, students will place the answer sheet inside the test booklets and leave the materials on their assigned desks. The room will then be locked by the test examiner.

At the conclusion of the testing session, all test booklets and answer sheets shall be tallied on the master inventory form, secured, and dated for return to the designated location.

PROCEDURES FOR INVESTIGATING ALLEGED VIOLATIONS OF TEST SECURITY

DURING A TEST ADMINISTRATION PERIOD:

Test examiners/monitors suspecting a student(s) of cheating shall investigate their suspicions using reasonable and non-disruptive methods.

When the examiner/monitor is positive beyond all reasonable doubt that a student(s) is (are) cheating, the examiner/monitor shall either send the student(s) to the school office accompanied by the roving monitor or retain the student(s) until the conclusion of the testing session and personally escort the student(s) to the school office for a meeting with an administrator. In large group sites, where multiple monitors are assigned, a monitor will escort the student to the school office.

The student(s) will be provided due process according to established district procedures.

Upon completion of the inquiry, the examiner (*and monitor, if present*) will submit the Irregularity Report annotating the circumstances of the security violation to the building test administrator. Additionally, the examiner (*and monitor, if present*) shall describe as comprehensively as possible in writing the circumstances of the violation as witnessed.

DURING NON-TEST TIMES:

Any employee of the East Cleveland City Schools discovering test information or materials, overhearing specific test related conversations, or being apprised of information related to test security shall immediately investigate, confiscate, and report to the building test administrator the nature of the discovery and the individuals involved.

The building test administrator shall investigate the situation and file a written report with the district test administrator.

Involved individuals will be provided due process according to established district procedures.

PENALTY FOR CONFIRMED SECURITY VIOLATIONS

Students confirmed of cheating or assisting another student to cheat will have their test(s) invalidated and may be subject to other disciplinary action.

East Cleveland employees failing to follow procedures listed with respect to security violations whether by students or other adults may be subject to the provisions of ORC 3319.151. Violations of ORC 3319.151 provide for termination of employment as a teacher or non-teaching employee and are classified as a minor misdemeanor.

REPORTING TEST SECURITY VIOLATIONS

Within ten days of determining that a test security violation has occurred following an investigation conducted as specified above, the East Cleveland City School District shall notify the State Board of Education in writing of the finding and the action taken.

The East Cleveland City School District shall cooperate with the State Board of Education in any investigation of test security violations by a school employee.

After determining that a test security violation has occurred, the East Cleveland City School District Board of Education may seek the maximum penalty or penalties pursuant to section 3319.151 of the Ohio Revised Code. Violations of ORC 3319.151 provide for the termination of employment for a teacher or non-teaching employee and are classed as minor misdemeanors.

OTHER SECURITY PROVISIONS

Unless known to the examiner or monitor, a photo ID (*i.e., driver's license, student ID*) may be requested to verify admission to the testing site for all test administration sessions and make-up sessions.

Answer sheets may be distributed by passing them back or across aisles to save time.

Test booklets are to be distributed in test booklet number order by handing one to each student individually.

COMMUNICATION OF PROCEDURES

Written procedures pertaining to Standardized Testing will be published annually in the School Bell and district handbooks.

PROFICIENCY RECORDS

Standardized test results shall be listed on each student's permanent record. The record shall include the date each sub-test was passed.

EMERGENCY EVACUATION GUIDELINES FOR SCHOOL BUILDINGS

Due to architectural design, and other variables and contributing physical characteristics of a school building it is virtually impossible to establish a standard emergency evacuation drill or procedure which will effectively, and efficiently, govern all contingencies during the evacuation of the drill or procedures but there are fundamentals which, if observed, will expedite the evacuation while maintaining the greatest possible safety factors.

The primary and specific function of the faculty members, custodians, and office personnel is the expeditious evacuation of the student body and all other occupants of the school building. All other functions shall be secondary and supplemental to the evacuation.

Secondary or auxiliary evacuation routes shall be established in the event the primary evacuation route is untenable. Under all conditions, travel distances within the confines of the school building should be kept to a minimum to disallow, or minimize, the possibility of panic by virtue of extended or prolonged exposure to heat, smoke, or gases.

Emergency evacuation cards, indicating a basic floor plan with primary and secondary evacuation routes, shall be posted at eye level and on the door knob side of the individual classroom doors. The classroom roster shall be attached to the backside of the emergency evacuation card so that a roll call can be made when the class has reached its assigned position outside of the school building.

Faculty members, custodians, and office personnel shall be assigned to assist physically handicapped students. This shall mean to include students temporarily handicapped by broken bones, etcetera.

Faculty members, custodians, and office personnel shall be assigned to inspect lavatories, supply rooms, and other lesser occupied rooms, and areas of the school building to insure total evacuation. This shall not include members of the student body acting in this capacity.

Faculty members, custodians and office personnel shall close all doors in their respective classrooms and areas. This procedure shall be deleted should the efficiency of the evacuation be impaired.

Faculty members shall effect a procedure to insure the elimination of stragglers and the rerouting of the student body in the event the primary route is untenable.

Strict silence shall be observed throughout the evacuation to facilitate the issuance of verbal orders or commands by those in authority.

A swift walking pace shall be maintained as against running to disallow, or minimize, the possibility of stumbling, tripping or falling.

All occupants shall be so evacuated from the proximity of the school building so as to minimize, the possibility of injury from heat, smoke, flame retardation, explosion or debris which may result from the fire and so as not to hamper the operation of the Fire Department.

Office personnel shall be assigned to contact the fire department, immediately, upon receipt of an announced emergency evacuation drill.

School administration personnel should make arrangements with property owners in the immediate vicinity of the school building for the housing of the student body and faculty in the event of inclement weather during an extended emergency condition within the school building.

A record of emergency evacuation drills shall be maintained by the school administration. This record shall include the date of the drill, the time of the drill, the number of person evacuated during the drill, the time necessary for the total evacuation and remarks pertaining to any unusual conditions which would tend to minimize the effectiveness of the drill. The record shall include the present school year and the two preceding school years.

Life-Threatening Crisis to Individuals

When a life-threatening situation is perceived to exist, you should:

First Actions

- ➔ Call an ambulance..... **911**
- ➔ Call parent/guardian immediately
- ➔ Apply first aid and life sustaining techniques utilizing school nurse trained persons on staff
- ➔ Some situation may require immediate transport of the student/employee to the nearest hospital.

Other Actions

If parent or guardian cannot be reached – continue to:

1. Phone parent or persons listed on **Emergency Medical Authorization Form** or **Emergency Card** if staff member
 2. Phone parent or guardian's place of employment.
 3. Contact older brother or sister to seek additional information.
- ➔ **Have someone not involved in the crisis contact the Chief Executive Officer – 6576 or 6580.**

BOMB THREATS / TELEPHONE THREATS

Code: Green — Follow fire drill instructions!

The building principal must evaluate the seriousness of bomb threats or other disruptive types of demonstrations using input from all sources; then, the principal acts in such a manner that reflects the best safety and interests of those under his/her charge.

Bomb and other threats may be originated in writing, in person, over the telephone or relayed through a second source.

Basic Documentation — *The individual taking the threat shall attempt to:*

- ➔ Keep the caller on the line as long as possible
- ➔ Notify the principal
- ➔ Write down all information obtained in the exact words. Use the record immediately following the instruction pages; place copies of the bomb threat sheet at appropriate phone locations.

THE BUILDING PRINCIPAL SHALL:

- ➔ Call the East Cleveland Police Department 911 or 451-1234
- ➔ Call Chief Executive Officer 268-6576/268-6580
- ➔ Call Administrator of Communications 268-6570/268-8011
- ➔ Alert appropriate staff of situation and assist authorities in building search if requested.
- ➔ School Activities should be continued as normally as possible in designated safe areas.
- ➔ The recommendation to close school will be made only after consultation between the central office and building administrator.

Submit written reports as soon as possible following incident.

BOMB THREAT CHECK LIST

If you receive a Telephone Bomb Threat

Write down the exact words of the caller's message. Asking the following questions will provide additional information for the **POLICE**:

Ask at time of Call -

1. When? Will it go off
2. Where? Is it located
3. What? Type of bomb is it
4. Why? Are you doing this
5. Who? Are you

DO NOT TOUCH ANY SUSPICIOUS OBJECTS

Or use a cell phone or hand held radio near the object

Note – Voice Log

1. Time of Call
2. Exact words of caller
3. Male Female
4. Does the caller have an accent?
5. Voice
6. Speech
7. Does the caller sound intoxicated?
8. Background noise
9. Is the voice familiar?
10. Time call is terminated

IMMEDIATELY AFTER THE CALL NOTIFY:

East Cleveland Police Department **911/451-1234**

Central Office 268-6576/685080

DO NOT DISCUSS A **BOMB THREAT** WITH ANYONE OTHER THAN SECURITY, POLICE OR YOUR SUPERVISORY PERSONNEL

***FOLLOW **CODE BLACK** EXIT PROCEDURES UNTIL ALL CLEAR IS MADE BY THE CHIEF EXECUTIVE OFFICER OF SCHOOLS

Childnapping

In the event of a Childnapping you should:

- Call the parent.....check registration form
- Call the police911
- Call the Chief Executive Officer268-6576/6580
- Chief Executive Officer will notify the Communications Director

Do not release ANY information to the press!

Refer requests for information to the Communications Office268-6560/6561

Among preventative activities which may help avoid kidnapping situations are:

School secretary should have at her desk a list of students who are not to be released to anyone except a particular parent or guardian. *

***Emergency Medical Authorization Form** of such students should be **TAGGED** with this information.

Assault and/or Rape

In the event there is an occurrence of rape and/or serious assault, you should:

- Render first aid to victim
- Call police 911
- Notify the Chief Executive Officer 268-6580
- If staff member, notify Personnel Department

Check for:

- Emergency Medical Authorization Form
- Personnel emergency card if a staff member
- Notify parent/guardian or next of kin.
- Obtain as much information regarding the assailant and incident as possible.
- Accompany victim if necessary.

NOTE: The Communications Office will be the **ONLY** source of information to the press.

Gas Leak

Natural gas leaks with odor in the building may occur and bring danger of explosion. Natural gas rises and will often be outside because most gas lines are outside of a building.

If leak is in or near building:

- Evacuate the building immediately following your local building evacuation plan. Get students a safe distance from the building.
- Turn off main gas valve Custodian
- Call Fire Department..... 911
- Call East Ohio Gas..... 361-2345
- Phone the Chief Executive Officer 268-6576/6580
to alert his/her office of the situation
- Phone Maintenance Department 268-6659
- Keep students at a safe distance until the problem has been corrected.

Power Failure or Lines Down in Area

If there has been a power failure at a school, or if lines are reported down in the area of a school, the principal should assess the situation and the following procedures should be used:

Power Failure

- Phone the Illuminating Company 1-800-598-3101
- Phone Chief Executive Officer 268-6576/6580
- Phone Warehouse..... 268-6649
- Business Office 268-6586

Lines Down in Area

- Phone emergency help 911
- Have an adult in the area of the downed lines to prevent children and people from going near them.
- Phone the Illuminating Company 1-800-598-3101
- Phone Chief Executive Officer 268-6576/6580
- Phone Warehouse..... 268-6649
- Business Office 268-6586
- Alert volunteer phone tree for possible early dismissal
- Keep Central Office posted and await school-closing decision.

Tragedy

In the event of a Tragedy (*Death, Suicide, Murder, etc.*) the principal should:

I. Immediate Action

- A. Verify information
- B. Notify Chief Executive Officer 268-6576/6580
- C. Contact EMS immediately if necessary
- D. Remove victim's personal items, desk, folder, name from mailing.

II. School Plan of Action

- A. Announce Loss
- B. Faculty Responsibility
- C. Guidance Responsibility
- D. Administrative Responsibility
- E. Responding to Media and Community
- F. Memorial Services/Special Activities

Aircraft Disaster

In the event of aircraft crash into or near building you should:

- Call police and fire department..... 911
- Notify Chief Executive Officer's Office 6580/6576
- Notify Communications Office..... 6560/8011
- Utilize emergency exit plan modified to maximize safety of students
- Students and staff should be assembled in an area as far from the crash scene as possible and should be up-hill and up-wind from the crash.
- Provide for treatment and removal of injured building occupants.
- Account for all building occupants and determine extent of injuries.
- Aircraft on or near school site but no damage to building.
- Same as above
- All students and staff should remain in the buildings. Any students or staff outside should report immediately to their classroom or designated area until further instructions are received.
- Evacuations should not occur unless subsequent explosions or fires endanger the building.

LEGAL NOTICES

ANNUAL NOTICE REGARDING SCHOOL RECORDS

The “*Federal Family Rights and Privacy Act of 1974*” requires school systems each year to inform parents of students under 18 years of age and student 18 years of age or older of certain provisions of this act.

The school maintains a cumulative record of the educational development of every student. This record, or educational folder, contains items such as grades, test scores, and other data that are collected to help in developing the best educational program for an individual student.

You have the right to have access to and review of these student records. A written request to review student records is necessary. The school will then arrange a time for a record review at a mutually convenient time. A school staff member will be present to answer questions and provide explanations.

You also have the opportunity to review and question the content of a student’s educational record. If your questions are not answered, or should you question the accuracy or appropriateness of any material found in the record, you may request a hearing in which a formal review of the material in question will take place. Each side will have a fair opportunity to present its viewpoint during this review.

You are assured that confidential records will not be released without prior written parental consent for student under 18 or without prior written consent of students 18 years of age or older. There are a few exceptions to this requirement, such as intra-school record use or responding to a judicial order. School records will also be shared with a school system to which a student is transferring.

“Directory Information” such as age, weight, height, grade, address, telephone number, and other routine data may be furnished without written permission, unless an individual requests that such information be withheld.

East Cleveland School District parents should call the Pupil Personnel Services Department (268-6634) or the principal of their child’s school for more information.

CHANGE OF ADDRESS

Change of address must be reported to the school and proof of the new address provided. Failure to do so may result in the withdrawal of the student.

EAST CLEVELAND CITY SCHOOLS

BOARD OF EDUCATION

Dr. Henry Pettiegrew II
Chief Executive Officer



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The East Cleveland City School District does not discriminate on the basis of race, color, creed, national origin, age, handicap, or sex. The policy of equal opportunity governs every aspect of the district's operations and activities, including educational programs and employment.