

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.

Heritage Middle School

EAST CLEVELAND, OHIO



Teacher Handbook

2019-2020

**MS. DANIELLE SIMMONS
PRINCIPAL**

**14410 Terrace Road
East Cleveland, OH 44112
(216) 268-6610**

TABLE OF CONTENTS

| | Page(s) |
|--|---------|
| Schools / Important Phone Numbers | 1 |
| School Year Calendar | 2 |
| Student Days | 3 |
| Curriculum Nights / Parent Involvement Committee Meetings | 4 |
| Curriculum Night / Parent Teacher Meeting Night | 5 |
| Parent Teacher Conference | 6 |
| Standards for Ohio’s Teachers..... | 7-8 |
| Ohio Standards for Professional Development..... | 9-10 |
| Mission Statement –East Cleveland City Schools..... | 11 |
| Continuous Improvement Plan | 12 |
| STAFF CONDUCT | 13-18 |
| <i>Classification of Violations</i> | 15-16 |
| <i>Minor Violations</i> | 16 |
| <i>Major Violations</i> | 17 |
| <i>Intolerable Violations</i> | 18 |
| ATTENDANCE POLICY | 19-20 |
| <i>Excessive Absence</i> | 19 |
| <i>Abuse of Leave</i> | 19 |
| <i>Use of Personal Leave</i> | 20 |
| <i>Accommodations</i> | 20 |
| Welfare and Public Relations | 21 |
| Attendance – Teachers | 21 |
| Teacher Workday..... | 21 |
| Leaving the Building – Teachers | 22 |
| School Closing | 22 |
| Evaluation and Supervision | 22 |
| Evaluation | 22 |
| Supervision | 22 |
| Classroom Organization and Management..... | 22-24 |
| Hallway Supervision | 24 |
| Sex Discrimination and Sexual Harassment Policy Covering Employees | |
| Sex Discrimination and Sexual Harassment Policy Covering Students | |
| Procedure for Sexual Harassment..... | 25-30 |
| Expectations – Teachers | 31 |
| Expectations – Students | 32 |
| Responsibility to Self..... | 32 |
| Responsibility to Parents/School/Teachers/Classmates/Community | 32-33 |
| Statement: Staff Attire | 33 |
| Parking Lot..... | 33 |
| Bulletin Boards | 33-34 |

| | |
|--|-------|
| Supplies: | 35 |
| Audio Visual / Library | 35 |
| Computer Network / Internet Acceptable Use Policy | 36 |
| Lockers and Locks | 37 |
| Parties | 37 |
| Field Trips..... | 38-39 |
| <i>District Buses</i> | 38 |
| <i>Request Deadline Date</i> | 38 |
| <i>Order of Procedure</i> | 38 |
| <i>Specific Information</i> | 38 |
| <i>Approval</i> | 39 |
| <i>Extended Travel</i> | 39 |
| <i>Notice to Teachers</i> | 39 |
| Request for Field Trip (Form)..... | 40 |
| Guidelines for Heritage Middle School Events | 40 |
| Fund Raising Activities..... | 41-46 |
| <i>Fund Raising Policy</i> | 42-43 |
| <i>Fund Raising Activity (Form)</i> | 44 |
| <i>Fund Raising Projection Form</i> | 45 |
| <i>Sales Projection Potential vs. Actual</i> | 46 |
| Procedures for Obtaining and Returning Educational Materials | 47 |
| Emergency Evacuation Guidelines | 48 |
| Life Threatening Crisis to Individuals/Bomb Threats | 49 |
| Bomb Threat Procedures/Bomb Threat Reporting Form | 49-51 |
| Childnapping | 52 |
| Assault and/or Rape/Gas Leak..... | 53 |
| Power Failure or Lines Down in Area/Tragedy..... | 54 |
| Aircraft Disaster | 55 |
| 2019-2020 Testing Dates | 56 |
| Promotion and Retention Policy | 57 |
| Access Rights – Custodial/Non-Custodial Parent(s) Policy | 58 |
| Curriculum 7 & 8 Grade | 59 |
| Grading Policy | 60 |
| Progress Reports | 60 |
| Report Cards | 60 |
| Extra-Curricular Activity | 60 |
| Textbooks..... | 60 |
| Homework Policy | 61 |
| Philosophy of Homework | 61 |
| Purposes | 61 |
| Practice | 61 |
| Preparation | 62 |
| Extension | 62 |

| | |
|---|-------|
| Guidelines for Teachers and Parents | 63 |
| <i>Planning</i> | 63 |
| <i>Instructional Procedures</i> | 63-64 |
| Parents Role in Homework | 64-65 |
| Accountability | 65 |
| Conclusion | 66 |
| Parent – Teacher Conferences | 66 |
| Lesson Plans – Philosophy | 66 |
| Purpose of Daily Lesson Plans | 66 |
| Written Plans..... | 66 |
| Essential Elements of Daily Lesson Plans | 66 |
| Writing Performance Objectives Chart..... | 67 |
| Monitoring | 67 |
| Additional Aspects of Planning | 67 |
| Unit / Weekly Lesson Plan (Form) | 68 |
| Student Arrival and Dismissal | 69 |
| <i>Arrival</i> | 69 |
| <i>Dismissal</i> | 69 |
| Attendance – Students..... | 69-71 |
| <i>Absence from Class But Not On Absence List</i> | 69 |
| <i>Absence from School</i> | 69 |
| <i>Early Excusal from School</i> | 70 |
| <i>Tardiness To Class</i> | 70 |
| <i>Tardiness To School</i> | 71 |
| Cafeteria Regulations..... | 71 |
| Assemblies | 72 |
| Building Use Form..... | 72 |
| Awards | 73 |
| Discipline | 74 |
| Student Referral Form..... | 75 |
| Registration Forms..... | 76 |
| Reports | 76 |
| Parent Conference Contacts..... | 76 |
| Beginning the Conference..... | 76 |
| During the Conference..... | 76 |
| Ending the Conference..... | 76 |
| Records – Students..... | 77 |
| Special Services | 77 |
| Students with Disabilities | 78 |
| Homeless Students | 78 |
| Control of Blood-Borne Pathogens..... | 79 |
| Clearance Slip | 80 |

| | |
|---|---------|
| Health and Safety Matters..... | 81-90 |
| <i>Medication Policy</i> | 81-83 |
| <i>Asthma Medication</i> | 84 |
| <i>Epinephrine Auto Injectors Policy</i> | 85-86 |
| <i>Contagious Diseases</i> | 87 |
| <i>Control of Casual-Contact Communicable Diseases</i> | 88 |
| <i>Control of Non-Casual Communicable Diseases</i> | 88 |
| <i>Immunization Requirements for School Attendance</i> | 89-90 |
| Uniform Dress Code | 91-93 |
| Electronic Communication Devices Usage Policy | 94-95 |
| Student Code of Conduct..... | 96-110 |
| Parent/Student Rights..... | 108 |
| <i>Emergency Removal</i> | 108 |
| <i>Suspensions</i> | 108 |
| <i>Expulsions</i> | 109 |
| <i>Appeal</i> | 109 |
| <i>Other Procedures</i> | 109 |
| <i>Search of a Student's Person or Personal Effects</i> | 110 |
| <i>Authorized Use of Detection Devices</i> | 110 |
| Harassment, Intimidation, Bullying Policy..... | 111-119 |
| Title IX, Title VI and Section 504 | 120 |
| Grievance Procedures – Students | 121 |
| Glossary of Terms..... | 122-128 |
| Gang Policy..... | 129-130 |
| 100% Tobacco Free Schools Policy | 131-132 |
| Fire Drills | 133 |
| Severe Weather &Tornados..... | 134-137 |
| Severe Weather Notification | 134 |
| Tornado Emergency Response Tornado Warning Issued..... | 134 |
| Tornado Shelter Areas..... | 135 |
| Tornado Instructions / Tornado Drill Regulations | 135 |
| Loss of Power..... | 135 |
| Snow and Emergency Closings Regulations..... | 136 |
| Emergency Evacuation Regulations | 136 |
| Emergency Dismissal of Students..... | 136 |
| Legal Notices | 137 |

Schools

| | |
|---|----------------------|
| Caledonia Elementary School 914 Caledonia Avenue Mr. Charles McCants, Principal | 268-6690 |
| Chambers Elementary School 14305 Shaw Avenue Ms. Crystal Cash, Principal | 268-6640 |
| Mayfair Elementary School 13916 Mayfair Avenue Mrs. Sabrina Ingram, Principal | 268-6650 |
| Superior Elementary School 1865 Garfield Road Ms. Shawna LeSure, Principal | 268-6670 |
| <i>Preschool</i> Superior Elementary School 1865 Garfield Road Ms. Shawna LeSure, Principal | 268-6670 |
| Heritage Middle School 14410 Terrace Road Ms. Danielle Simmons, Principal | 268-6610 |
| Shaw High School 15320 Euclid Avenue Ms. Lori Crum-Whittenburg, Head Principal | 268-6887 |
| <i>Small School Principals</i> | |
| <i>9th & 10th Grade</i> Mr. Kelvin Holland, Principal | 268-6374/6376 |
| <i>11th & 12 Grade</i> Mr. William Davis, Principal | 268-6515/6516 |
| <i>Shaw Academy High School</i> Mr. Larry Ellis, Principal | 268-6630 |

IMPORTANT PHONE NUMBERS

| | |
|---|-----------------|
| Chief Executive Officer & Superintendent Dr. Henry Pettiegrew II | 268-6580 |
| Treasurer Mrs. Diana C. Whitt | 268-6587 |
| Director of Curriculum, Instruction & Assessment Mrs. Paula Elder | 268-6598 |
| Director of Director of Teaching, Learning, and Innovation Mrs. Andratesha Fritzgerald | 268-6595 |
| Director of School Improvement Mr. Kevin Harrell | |
| Business Manager Mr. Alan Wolf | 268-6586 |
| Director of Human Resources/College & Career Readiness/Adult Education Dr. John Buckner | 268-6581 |
| Director of Pupil Personnel Mr. Dennis Bunkley | 268-6689 |
| Director of Special Education Mrs. Courtney Jones | 268-6474 |
| Assistant Treasurer Mrs. Phyllis East | 268-6659 |
| Director of Communications/Technology Mr. Donshon Wilson | 268-6570 |
| Registration | 268-6600 |
| Bus Garage Mr. Larry Brown | 268-6599 |
| Food Service Ms. Dawn Johnson | 268-6645 |

**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 <i>5:00 p.m. - 6:00 p.m.</i> |
| Chambers Elementary School | Wednesday, September 4, 2019 <i>5:00 p.m. - 6:00 p.m.</i> |
| Mayfair Elementary School..... | Thursday, September 5, 2019 <i>5:00 p.m. - 6:00 p.m.</i> |
| Superior Elementary School..... | Tuesday, September 10, 2019 <i>5:00 p.m. - 6:00 p.m.</i> |
| Heritage Middle School..... | Wednesday, September 11, 2019 <i>5:00 p.m. - 6:00 p.m.</i> |
| Shaw High School..... | Thursday, September 12, 2019 <i>5:00 p.m. - 6:00 p.m.</i> |

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.

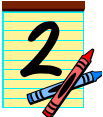
STANDARDS

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.

- 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 (HQPD) 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 (HQPD) 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 (HQPD) 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 (HQPD) 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 (HQPDP) 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 (HQPDP) 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.

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.

OUR CORE VALUES

WE BELIEVE ...

- Each child's uniqueness has value.
- All children have gifts and can learn.
- True learning means the development of the whole child.
- There is no substitute for the meaningful involvement of parents.
- Partnership with the community is essential.
- Creating an environment conducive to learning is key.
- All staff and stakeholders should operate from a basis of respect, trust, and teamwork.
- High quality education is comprehensive education.
- Building skills means taking a step-by-step approach to what a child is taught.
- Student success demands no less than total commitment.

OUR VISION

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

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.

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

1. Employees violating the 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).
2. 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.
3. 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.
4. 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.

5. 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.
6. 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 designated substitute line 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 the 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.

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.

WELFARE AND PUBLIC RELATIONS

WHEREAS, the existing Board policy GBCB, on Staff Conduct, is vague and lacks a definitive procedure for administration of the policy, and

WHEREAS a revised policy has been developed and recommended by the Superintendent, therefore

BE IT RESOLVED that this Board of Education adopts the revised GBCB Policy to be effective on, July 1, 2000, and directs the Superintendent or her designee to have the revised policy published in building staff handbooks.

ATTENDANCE – TEACHERS

East Cleveland teachers believe that the regular teachers must be in school for their classes. Perhaps they feel that no one else can carry on the daily work as well as they. This is very largely a true assessment. The continuity of class work does suffer when a substitute teacher tries to replace the regular teacher.

The following are some general policies relative to absence from duty that you should know.

- 1) Teachers are not to leave students who are in their care unattended.
- 2) Teachers will report impending absences to the principal's secretary on the day preceding the absence if it is known at that time. Otherwise, the absence should be reported prior to 7:00 a.m. the day of the absence. In all cases, it is necessary to contact the substitute center.
- 3) The report will include the reason for absence, and if known the duration of the absence. The teacher's name, school, subject or grade to be included. If the time out of school cannot be determined, a call for each day will be necessary.
- 4) As soon as you are able to determine the date of your return to work, a call must be made to the personnel director's office. In no case should the call be made later than one day before your return to work.
- 5) Upon return, it is the teacher's responsibility to IMMEDIATELY obtain, complete, and submit the appropriate form to the principal's office.

TEACHER WORK DAY

The teacher workday officially begins at 7:50 a.m. and ends at 3:30 p.m. When it is possible to give notice of a late arrival, a call is made to the substitute center. Upon arrival to school, IMMEDIATELY complete an emergency leave or sick leave form.

In the event that a person is excessively tardy, the following will occur:

- 1) The third tardy will result in a conference and the issuance of an oral warning.
- 2) On the sixth tardy, another conference will result along with a letter to the final evaluator indicating that an unsatisfactory rating in the area of "*Follows building and board procedures*" is to be given on final evaluation.
- 3) Any subsequent tardiness will necessitate appropriate disciplinary action by the principal and/or the director of personnel.

LEAVING THE BUILDING – TEACHERS

Teachers are assigned to be in the building from 7:50 a.m. – 3:30 p.m. If you must leave the building at any time during the school day, follow the building guidelines and procedures.

SCHOOL CLOSING

East Cleveland City School District are closed on occasion for emergency reasons. If this is the case, staff members will be notified by telephone as soon as a decision has been made by Central Office.

EVALUATION AND SUPERVISION

The primary purpose of evaluation and supervision is to improve instruction throughout the school. To have maximum effectiveness, this cannot be a sporadic procedure. In an effort to provide for its effectiveness and thoroughness, it is to be a team effort including administrators, (*building/central office*), and teachers.

EVALUATION

Each individual evaluation will be done honestly and in good faith. Administrative expectations must be high with a realistic outlook based upon the student group involved. The agreement established between the East Cleveland Education Association and the East Cleveland Board of Education relative to teacher evaluation will be implemented.

The administration assumes full responsibility for its actions as they relate to evaluation. Thus, it is understood and accepted that staff members should feel at liberty to openly discuss any individual concern directly with the administrator.

SUPERVISION

The school administration believes in ongoing teacher supervision to provide assistance, to provide a complete understanding and grasp of general class and school conditions, and to make steady progress within the school. The purpose for supervision is to promote teachers' growth by giving feedback about classroom interactions and to help teachers make use of feedback in order to make teaching more effective. The administration retains its responsibility and privilege to visit any classroom and/or teacher for any part of a period or periods.

CLASSROOM ORGANIZATION AND MANAGEMENT

Teacher attitude and classroom organization play a large role in establishing a healthy classroom and school climate. The following strategies and practices should be utilized and modeled by the teacher in order to establish a good climate.

1. Get a good start. Be in your room early and make preparations to start class activities as soon as the bell rings. Establish a routine for attendance and starting the activities of the day. Be

certain that all class rules and grading procedures are explained to your students by the end of the first week of school.

2. Teach on your feet as much as possible. Not only are you in a position to see and hear what goes on, but also students can see and hear you better. A student who cannot hear what you say and who is unable to see you is not likely to be very attentive. Monitor your students as they work.
3. Change your pace. It is overly optimistic to expect a group of students to give complete attention to a given line of work for an entire class period. Plan changes in pace and different methods of attacking the problem at hand. Study your use of time to be certain that time spent on the task is congruent with the importance of the work.
4. Develop your skills in using a variety of teaching methods.
5. Be fair. Students are particularly sensitive to any injustice, real or imagined. Give each student a chance to gain some recognition. Marks are the paycheck that students receive from you for their work. Be sure that grades are fair. When a question concerning the fairness or accuracy of a grade arises, discuss the grade with the student and or parent.
6. Reprimand in private. Do not call down a student for a minor infraction in front of the class. Be willing to admit a mistake to a pupil if you find that you have treated him/her unjustly. A teacher loses nothing by admitting an error.
7. Learn the names of your students as quickly as possible and let them see that you have interest in their work and that you respect them as individuals. A seating chart is indispensable.
8. Review your class list regularly (*perhaps once a week*) to monitor the nature and type of communication you are having with individual students.
9. Be consistent. Act with consistency, a particular type of behavior always brings the same result. Students understand fair and consistent and action better.
10. Inform parents whenever possible and involve them in classroom activities. Communicate with the home and with persons significant to learners about their accomplishments and suggest out-of-school strategies for reinforcement of classroom experiences. Become aware of the interests of your students; show interest in their out-of-school experiences.
11. Know your subject, but don't make the mistake of thinking that the goal of teaching is to have your pupils learn all that you know about your subject. Your challenge is to see what contribution your subject can make to the needs and abilities of your students.
12. Do your best to pique the students' interest. Convince the students that the subject is worthwhile and acquirement of that particular knowledge of skill will be of immediate benefit to the students.
13. Keep students informed as to their progress. Know that the principle of immediate feedback of results to the student is a primary tenet of education.

14. Every classroom group is also a special group. The teacher's role is to ensure that every effort is made to cause things to happen, and to foster formation of a positive academic and social environment within the classroom group.

HALLWAY SUPERVISION

Invariably the educational atmosphere and tone of the classroom is established to a large extent by behavior in the hallways. It is extremely important for all teachers to step outside their classrooms between periods to exert a positive and beneficial influence upon students. When students know that good behavior is expected and that someone is on hand to cope with problems, the problems are less likely to arise. Remember, though, that a certain amount of noise and congestion is to be expected. It is unfair for some teachers to discharge this obligation and for others to ignore it. All personnel must work on corridor control by adhering to the following practices.

- 1) Be outside your classroom between periods. You can ask students who stop you for questions to step outside the door with you.
- 2) Deal with problems of excessive loud talking, laughing, congestion, etc. in a firm but friendly fashion and then turn partly away as though you fully expect compliance. Usually you get it.
- 3) When passing time has ended, make it a practice to step into your classroom immediately ready for business. This will train students to get to class on time.

EAST CLEVELAND CITY SCHOOL DISTRICT'S 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.

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
Director of Human Resources
1843 Stanwood Road
Cleveland, OH 44112-2707
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, Superintendent, 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 Superintendent 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
Director of Human Resources
1843 Stanwood Road
Cleveland, OH 44112-2707
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
Director of Human Resources
1843 Stanwood Road
Cleveland, OH 44112-2707
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 Superintendent 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 Superintendent 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.

EXPECTATIONS – TEACHERS

The teacher's expectations of self and expectations of students provide the starting point for positive classroom climate. As is true in all aspects of school and classroom climate development, the goal is to avoid a sense of futility or sense of complacency on the part of students. Instead the goal is to stimulate "creative tension," a condition in which there is a gap between what the student knows and can do, accompanied by realistic expectations by the student that the gap can be narrowed or closed.

The teachers are expected to have certain basic attitudes and expectations including the following:

- 1) Come to class prepared for the day's lessons and present lessons in a way that suggests interests and excitement in promoting learning.
- 2) Select instructional content and methods with awareness and understanding of present levels of student performance and experience as well as student aspirations.
- 3) Expect all students to meet at least the minimum specified objectives. Naturally, most students will be capable of going considerably beyond minimal objectives, and the teacher should try to stimulate this development as far as their interest and abilities allow. Have high expectations for student performance both social and academic.
- 4) Expect students to enjoy learning.
- 5) Model respect for others by treating students politely and pleasantly.
- 6) Deliver praise in a straight forward, direct manner and be specific to the accomplishment being praised in order to be perceived as genuine by students.
- 7) Be comfortable and in control of your emotions and be rational so that you can be a valuable model to students.
- 8) Have high goals and standards for personal and professional performance.
- 9) Exhibit warmth, enthusiasm, a sense of purpose and a sense of humor in relationships with students.
- 10) Distinguish between single events and patterns of behavior and anticipate interactions with students rather than reacting to student behaviors.
- 11) Give some thought to your own personal qualities. Be firm, dignified, sympathetic, patient, fair, charitable, pleasant, calm, confident, and businesslike. Dress professionally and neatly.

EXPECTATIONS – STUDENTS

The pupils make the school; it is through them that Heritage is reflected throughout the East Cleveland Community. Therefore, in order to improve our school, we must help students develop pride in Heritage, a deeper sense of loyalty and a better school spirit. Each teacher should take time to enumerate and discuss in detail student responsibilities.

The student handbook contains specific student expectations, which are based on the following general student responsibilities:

Responsibility to Self

It is your duty to yourself to learn as much as possible in the time that you must spend in the classroom. After leaving school, you will find that you need the very things, which are being offered to you in school every day. If you do not avail yourself of your present opportunities you will be the loser.

Responsibility to Parents

Your parents love you; they are proud of you; and they make many sacrifices to keep you in school. The only compensation they ask is that you succeed. You owe them your best efforts to learn all you can.

Responsibility to School

The school was established for your education. The success and the reputation of any school depend upon its pupils. It is your duty to be a good student and a good school citizen. In this way you can bring credit and honor to your school.

Responsibility to Teachers

You owe your teachers courtesy, helpfulness, and loyalty. You also owe them strict attention, remembering that they are conducting classes for your benefit. It is your responsibility to cooperate with your teachers in their efforts to assist you to get an education.

Responsibility to Classmates

It is your responsibility to help, and never to hinder your classmates in their search for an education. You owe them conduct, which will in no way disturb those who are studying. You owe them any contributions, which you can make to the lessons, and the good influence, which you may exert upon weaker members of the class.

Responsibility to Community

The citizens of the community are paying for your education. In return, it is your responsibility to become a good citizen. It is your duty to respect those in authority and to do everything in your power to protect the school and other public property.

The biggest responsibility of a middle school pupil is to get an education. Teachers should help students realize that learning is a responsibility and a privilege.

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

PARKING LOT

All personnel who wish to park on the Heritage Campus must be registered in the main office. After completing a car registration form, obtain an East Cleveland City School District parking sticker from the main office.

Parking is not permitted in the fire lane or in the handicapped spaces.

BULLETIN BOARDS

Today's ad conscious teenagers respond enthusiastically to visual media. Posters, banners, and signs often decorate their walls at home. The same elements can be equally effective in the classroom. What appear 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. Vivid, 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? To teach? To give recognition? The design, color and materials needed depend on your objective.
2. Determine the maturity of its prime viewers. Younger children are pleased with simplicity whereas older one needs 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.
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 something
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 7:50-8:15 a.m. two school days after request is made.

AUDIO-VISUAL

The showing of videos is to be aligned 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 videos rated R.

LIBRARY

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

The librarian 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
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 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.

LOCKERS AND LOCKS

1. There are enough lockers so that each student may have his/her own. Students are not to share.
2. On the first day of school, teachers will receive a list of lockers assigned to the homeroom.
3. No student is to be assigned a locker until the teacher verifies that the combination lock is in working order.
 - a. Teachers should assign lockers by number, and check to be sure that student's belongings are in the assigned locker.
 - b. Return the completed locker assignment sheet to the appropriate administrator at the end of the second week of school.
4. Homeroom locker list should be safeguarded to assure that students do not get the combination of students.
5. Homeroom teachers are responsible for monitoring locks and lockers periodically. Encourage students to maintain a clean, neat and orderly locker.
6. Students are permitted to use their lockers before school, before and after lunch, and after school. Locker use must be restricted to these four times unless supervised by the teacher. Teachers should monitor students' use of lockers during the day.

PARTIES

Parties held in the proper atmosphere can be excellent learning experiences and/or motivators. However, it is important that they be well planned and purposeful. For these reasons, please adhere to the following guidelines:

1. Parties must have the approval of the principal one-week in advance of the proposed date.
2. Students' gifts to teachers are discouraged. If you do receive something, seek the guidance of the principal.

FIELD TRIPS

Field trips are an important aspect of the school curriculum. They extend the learning process beyond the classroom setting. Field trips can enrich and stimulate. Before students can participate on a field trip, prior parental permission must be obtained. Emergency medical forms must accompany students on field trips.

When students leave the school on a field trip, it is important to remember that you are a representative of Heritage Middle School. The image you project reflects on Heritage, your community, and your family. Therefore, your conduct and manners must be exemplary. Misbehavior will not be tolerated.

DISTRICT BUSES

Advance planning is a prerequisite to a successful trip. Specific dates are provided on which buses are available for Heritage.

The earliest a.m. pick up time for a District bus is 9:00 a.m. The bus must leave the trip site in enough time to return to Heritage by 2:15 p.m.

REQUEST DEADLINE DATE

Field trip request forms must be in the principal's box by the 25th of the month prior to the month of the requested field trip. The forms are in the main office.

ORDER OF PROCEDURES

Before submitting the requests form to the principal, hand-carry and obtain signatures of the following:

Librarian

Food Service Manager

Feel free to check informally about days, which are currently available for trips.

SPECIFIC INFORMATION REQUIRED ON THE FORM

State needs for class coverage clearly:

- a. If requesting substitutes, how many?
- b. If requesting class coverage, which periods?

APPROVAL

The field trip request form will be returned to the teacher signed by the Principal and checked **approved** or **disapproved**.

EXTENDED TRAVEL

When trips are requested which take students beyond the Cleveland area, a form must be completed and approved by the Board of Education. Take special care to complete all areas designated on the form (*front and back*). Attach specific objectives of trip and method of student supervision.

NOTICE TO TEACHERS

Teachers are to be notified in writing at least five school days in advance. Give names and homerooms of participating students. If later some students do not bring their permission/medical form you can send a last minute listing of students who are not going on the trip for this reason.

REQUEST FOR FIELD TRIP

(In Greater Cleveland Area)

Teacher(s) to accompany students on trip _____

Initial date of request _____

Destination (complete address) _____

Contact person _____ Phone _____

Date of field trip _____

Time of Departure from _____ Arrival at destination _____

Number of students _____

Lunch provisions _____

Cost per student: Lunch _____ Transportation _____ Other _____

Educational Value of Trip _____

Transportation: _____ Other _____

The following signatures must be obtained prior to submitting the form to the school secretary.

1. Cafeteria Supervisor _____

2. Principal _____ Approval _____ Disapproval _____

To be completed prior to the trip:

- Parent Permission Slips (to be kept on file by teacher).
- Distribute to faculty five school days prior to trip the names and homerooms of participating students.
- Medical Emergency Form (*to be carried on trip*).

To be completed in triplicate— one copy for the teacher, one for the Principal, and one for Transportation.

GUIDELINES FOR HERITAGE MIDDLE SCHOOL EVENTS

ANNOUNCEMENTS

All announcements must bear the signature of a teacher; otherwise they will not be honored. The regular form available in the office will be used. Notices must be in the main office by 8:15 a.m. the day of the announcement. These announcements will be made over the P.A. System during homeroom period. Special announcements will not be made unless it is an emergency. (*Late announcements will not be classified as emergencies*).

ROLE OF THE TEACHER

The teacher must supervise the class, ensuring that students sit quietly and undistracted during announcements.

The announcement time is an opportunity to take attendance and conduct any other morning bookkeeping duties, provided these duties do not involve or distract the majority of the students in class.

EAST CLEVELAND CITY SCHOOL DISTRICT

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 to 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 file 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 potential 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 of 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 at Heritage Middle School 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. 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

| PO | # | Purchased | @ | Unit Price | Total Cost | Number Units |
|----|---|-----------|---|------------|------------|--------------|
| | | | @ | \$ | \$ | |
| | | | @ | \$ | \$ | |
| | | | @ | \$ | \$ | |

Less Returns: _____ @ \$ _____ \$ _____

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

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

Superintendent

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

Superintendent

PROCEDURES FOR OBTAINING AND RETURNING EDUCATIONAL MATERIALS

In order to maximize efficient distribution and return of materials as well as minimize East Cleveland Board of Education expenses for lost and damaged books, the following procedures will be in effect:

DISTRIBUTION

- 1) Teachers are to personally sign out all education materials (textbooks, curriculum guides, etc.) under the directions of personnel assigned to oversee this process.
- 2) During the first week of school, teachers are to sign up for textbooks and select a time to pick up these books.
- 3) Supplemental materials may be signed out after the second week of school.

RETURNING

- 1) When returning educational materials arrangements must be made in advance through assigned personnel.
- 2) Prior to returning materials the teacher is responsible for encouraging students to make minor repairs. In order to aid in the repair of books, binding tape, scotch tape, erasers, glue, etc. can be obtained from the main office.

FINES

For books that cannot be restored to their original condition at the time of issuance, guidelines will be issued to assist the teacher in determining fees to assess students.

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.

During an emergency evacuation, the primary and specific function of the faculty members, custodians, and office personnel is the orderly evacuation of the student body and all other occupants of the school building. All other activities shall be secondary and supplemental to the evacuation. Primary evacuation routers and routines will be established.

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 from exposure to heat, smoke, or gases.

Emergency evacuation cards, indicating a basic floor plan with the primary and secondary evacuation routes, shall be posted at eye level and on the door knob side of individual classroom doors. The classroom roster shall be attached to the backside of the emergency evacuation card so that a roll call can be taken 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 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. Members of the student body are not to act in this capacity.

Faculty members, custodians and office personnel shall close, or cause the closing of, all doors in their respective classrooms and areas. This procedure shall be deleted should it impair the evacuation process.

Faculty members shall effect a “herding” procedure as against leading or following to insure the elimination 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 to minimize the possibility of stumbling, tripping or falling.

All occupants shall be so evacuated from the proximity of the school building so as to disallow, or 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 persons 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.

Please consult the crisis plan for further directions on evacuation practices and codes.

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 and/or 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, possibly discussing the situation with a business associate.
 3. Contact older brother, sister or an authorized adult to seek additional information.
- ➔ Have someone not involved in the crisis contact the **Superintendent** – 268-6576 or 268-6580.

Bomb Threats/Telephone Threats

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 and 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 Fire Department 911
- ➔ Call Communications Director 6560/6561
- ➔ Alert appropriate staff of situation and implement building search
- ➔ 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 Procedures

The following procedures must be adhered to if a bomb threat is received within the building and the decision is made to evacuate the building,

1. All student and personnel are to **LEAVE THE BUILDING IMMEDIATELY.**
2. **No one should, once leaving the building, enter and start a car. This action could detonate a bomb in the building.**
3. Effective control and maintenance of students must be achieved by teachers and administrators once outside of the building.
4. All students and personnel must move as far away from the building as possible.
5. The person or persons who are receiving the bomb threat should try to obtain the following information before the caller hangs up.
6. First use of the telephone lines after the bomb threat call is to initiate the AMERITECH TRACE *69 as per previous memorandum.

After a trace call, inform the building administrator, once in the building inform central administration and security.

Call the Ameritech 800 number after reentering the building.

Bomb Threat Report Form

Xerox copies and keep at appropriate telephone locations

Questions to Ask:

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

Callers Voice

| | | | |
|------------------------------------|-----------------------------------|---|--|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Angry | <input type="checkbox"/> Excited | <input type="checkbox"/> Slow |
| <input type="checkbox"/> Rapid | <input type="checkbox"/> Soft | <input type="checkbox"/> Loud | <input type="checkbox"/> Laughter |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Normal | <input type="checkbox"/> Distinct | <input type="checkbox"/> Slurred |
| <input type="checkbox"/> Nasal | <input type="checkbox"/> Stutter | <input type="checkbox"/> Lisp | <input type="checkbox"/> Raspy |
| <input type="checkbox"/> Deep | <input type="checkbox"/> Ragged | <input type="checkbox"/> Accent | <input type="checkbox"/> Clearing Throat |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Familiar | <input type="checkbox"/> Deep Breathing | |

Background Sounds

| | | | |
|---------------------------------|------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> Street | <input type="checkbox"/> PA System | <input type="checkbox"/> Voices | <input type="checkbox"/> Motor |
| <input type="checkbox"/> Local | <input type="checkbox"/> Booth | <input type="checkbox"/> Animal Noises | <input type="checkbox"/> Static |
| <input type="checkbox"/> Music | <input type="checkbox"/> Machinery | <input type="checkbox"/> Long Distance | <input type="checkbox"/> House Noises |

Threat Language

| | | | |
|--------------------------------------|--|-------------------------------------|--------------------------------|
| <input type="checkbox"/> Well-spoken | <input type="checkbox"/> Foul | <input type="checkbox"/> Irrational | <input type="checkbox"/> Taped |
| <input type="checkbox"/> Incoherent | <input type="checkbox"/> Identifiable speech Characteristics | <input type="checkbox"/> Foreign | |

EXACT wording of threat _____

Time _____ Date _____ Sex of caller _____

Length of Call _____ Age of Caller _____

_____ Date _____

Child Kidnapping

In the event of a Child Kidnapping you should:

- Call the parentcheck registration form
- Call the police911
- Call the Superintendent268-6576/6580
- Superintendent will notify the Communications Director

Do not release ANY information to the press!

Refer requests for information to the Communications Office268-6570/6574

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 Superintendent 6576/6580
- If staff member, notify Personnel Department

Check for:

- Emergency Medical Authorization Form
- If a staff member, Personnel Emergency Card
- 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 Superintendent..... 268-6576/6580
to alert that 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 CEI 579-1880
- Phone Superintendent..... 268-6575/6580
- Phone Warehouse..... 268-6649

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 CEI 579-1880
- Phone Superintendent..... 268-6575/6580
- Phone Warehouse..... 268-6649
- 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 Superintendent..... 268-6576/6580
- C. Contact EMS immediately if necessary
- D. Remove victim's personal items, desk, folder, and name from mailing.

II. School Plan of Action

- A. Announcing 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 Superintendent's Office..... 6580/6576
- Notify Communications Director..... 6560/6561
- 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.
- Account for all building occupants and determine extent of injuries.
- Provide for treatment and removal of injured building occupants.
- Aircraft disaster 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.
- No evacuations should occur unless subsequent explosion or fire endangers the building.

Testing 2019-2020 Testing Schedule by Date

please do
not disturb.
Thank you!



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

PROMOTION AND RETENTION POLICY

The East Cleveland City School District Board of Education recognizes that the personal, social, physical and educational growth of children will vary. 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.

A student will be promoted to the succeeding grade level or course when he/she has:

1. completed the course and state-mandated requirements at the assigned grade;
2. achieved the instructional objectives set forth at the present grade;
3. demonstrated sufficient proficiency to permit him/her to advance to the next grade level;
4. 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 no longer serve in the best interest of the student.

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

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 custodial 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.

CURRICULUM – 7TH& 8TH GRADE

In keeping with the philosophy and goals of the middle school program, the present structure has been instituted in order to better assist students in bridging the gap between elementary school and high school. All students will experience the unit structure. *(All students will be exposed to a variety of exploratory offerings).*

CORE SUBJECTS

English
Mathematics
Science
Social Studies
Reading

APPLIED ARTS

Art
Health
Foreign Language

MUSIC

Instrumental Music
Vocal Music

PHYSICAL EDUCATION

FAMILY CONSUMER SCIENCE

CAREER BASED INTERVENTION

GRADING POLICY

The system for interpreting class percentage points totals to letter grades is as follow:

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

HONOR ROLL – 3.5 THROUGH 4.0 AVERAGE

MERIT ROLL – 3.0 THROUGH 3.4 AVERAGE

ACHIEVEMENT ROLL – 2.50 – 2.99

Report cards are sent home at the end of each nine-week grading period. Each report contains a letter indicating academic achievement and a number indicating effort. These grades may appear for some or all of following subject areas: Reading, Mathematics, Physical education, Art, Music, Computer, Social Studies, Science, Health, Digital Media, Foreign Language, and Keyboarding.

PROGRESS REPORTS

Reports concerning students' progress in specific subject matter areas are sent to parents at the mid-point of the first three nine-week grading periods. Progress reports for the fourth grading period are issued only to students progressing at an unacceptable rate.

REPORT CARDS

Report cards are issued at the end of each grading period. These reports to parents are for the purpose of maintaining communication. They provide parents and students with a record of progress being made in all classes. Parents are encouraged to discuss their child's progress at any time during the school year by making an appointment with the guidance counselor to see individual teachers.

EXTRA-CURRICULAR ACTIVITIES

Every effort is made to provide opportunities for students to become involved in constructive participation. Extra-curricular activities are encouraged at Heritage, but should always be in some way constructive and serve both the individual students and the school society as a whole. Students may join clubs already in existence, or if enough interest is displayed, students may organize new clubs to meet their needs, and those of the entire school. A faculty advisor will be necessary for all clubs. Students may join as many clubs as they feel their school will allow. Students are invited and encouraged to participate in clubs, service organizations, and athletic teams.

TEXTBOOKS

The school provides textbooks for students to use. When a book is issued it becomes the student's responsibility. The student is expected to take care of books, to use them, and return them at the end of the year in the same condition as they were issued. All textbooks are to be covered. A fee will be charged for damaged books. If you lose or severely damage a book, you must buy a replacement. Prices may be obtained from your teacher.

HOMEWORK POLICY

This program is intended to explain the philosophy of the East Cleveland City School District regarding homework. It offers guidelines which parents and teachers should use in their efforts to help each student achieve success.

So that a student's learning can be efficient it is of vital importance that parents and teachers work together in implementing the Student Homework Program that follows.

PHILOSOPHY OF HOMEWORK

As we look forward to an age filled with video discs and cassettes, home computers, and new possibilities for educational TV through cable networks and satellite transmission, it appears that we are on the brink of unprecedented growth of home study.

It is the belief of the East Cleveland City School District that homework is an integral part of the student's academic life and has a definite and useful place in learning. The role of homework as a link between home and school is a vital one. Homework assignments can serve as a means of providing a bond of common effort between parent, student and teacher. As the school and home share more of the responsibility for education in the years ahead, cooperation between home and school is even more imperative to develop a sound and sensible educational program for the student.

Homework then is essential now and in the future if the student is to maximize his/her educational opportunities.

PURPOSES

- According to research, some of the reasons often cited for giving homework are:
- Useful as an act of intellectual discipline;
- Easing of time constraints on the amount of curricular material to cover;
- Ability to foster student initiative, independence, and responsibility;
- Value in supplementing and reinforcing work done in school; and
- Ability to bring home and school closer together.

Since pupils learn continuously and need time for study beyond the classroom, additional work is assigned by the teacher or undertaken voluntarily by the pupil. This homework is commonly one of the following types: practice, preparation, or extension.

PRACTICE

- To strengthen basic skills
- To reinforce newly-acquired or past learning
- To apply recent studies in a direct and personal way

PREPARATION

- To research a topic using library skills
- To study an aspect of the environment
- To collect and assemble materials for a classroom demonstration
- To gather and organize information prior to a class discussion

EXTENSION

- To foster initiative by allowing student choice in expanding the learning begun in class
- To apply previous learning built around teacher and student identified problems
- To reach out to new understandings through research
- To increase range and scope of interest

GUIDELINES FOR TEACHERS AND PARENTS

Homework is a four-phase learning activity: planning, instructional procedures, execution, and accountability.

PLANNING

Homework is what a student wants or is expected to do when he/she is not at school. Teachers must weigh carefully the need for homework, and, if such study seems logical and useful, make the basic aim of all homework *learning how to learn*, not merely preparation and practice. To this end, homework assignments should be well planned. The following guidelines may be helpful.

1. Make sure assignments:
 - a. Are necessary and useful,
 - b. Are appropriate to the ability level and maturity level of students,
 - c. Are well-explained and motivational
 - d. Can be clearly understood by both parent and child, and
 - e. Expand upon, enrich and/or reinforce what has been learned in class.
2. Consider these criteria:
 - a. Ability of student to complete the assignment
 - b. Length of assignment and time needed to complete it,
 - c. Involvement of others at home (*parents, community resources, sibling, etc.*),
 - d. Availability of resources
3. Coordinate and integrate homework assignments among teachers and between content areas whenever possible.

INSTRUCTIONAL PROCEDURES

Homework assignments for which students are highly motivated and which they feel are useful will promote learning. Teachers should carefully explain to students any homework accompanying or growing out of the recently acquired learning or new subject matter. Effective homework depends upon clarity of purpose and language. Teachers should also make an attempt to prepare parents for the new work. Suggested methods include the following:

1. Give remedial work during class instruction to help students learn what they do not understand and move them to the point where they can do the work themselves.
2. Devote substantial amounts of time and effort to establishing study habits and learning skills in the elementary grades. This work should extend beyond traditional reading-study skills and library research. Insofar as practical, help young students become familiar with more recent means of storing and retrieving information – computer terminals, video tapes and discs – not to become accomplished researchers, but rather to feel comfortable with the variety of means at their disposal.
3. Show students in all grades how to produce organization in content material and how to use visual aids in the material to be read.
4. Stress student initiative and freedom. Allow students to play a primary role in outlining what the student will be doing, why they are doing it, and what the teacher and/or school expects. Schedule meetings or conferences, when feasible, to explain these matters directly to parents.
5. Require imagination and creativity whenever possible. This does not mean that each assignment should call for an artistic response, but it should provide an opportunity for students to use imagination and creativity in identifying and applying research techniques.

6. Make assignments as individualized as possible. Structure assignments taking into consideration student abilities and interests.
7. Establish a clear-cut procedure for doing homework and turning it in when it is due. This procedure should be shared with parents at the beginning of the school year and should be reviewed periodically throughout the year.
8. Send parents flyers or handouts explaining the nature of the new approach or material, outlining what the student will be doing, why they are doing it, and what the teacher and/or the school expects. Schedule meetings or conferences, when feasible, to explain these materials directly to parents.

PARENTS ROLE IN HOMEWORK

Homework is a joint effort between parents, students and teachers. It is a method for keeping home and school in touch. Parents are able to see what the curriculum is as it is reflected in the assignment students bringing home. Students learn how to budget time, follow oral and written directions and develop habits of discipline and self-reliance. Teachers are helped to make curricular decisions based on student progress with homework assignments. Suggested guidelines for teachers and parents are as follows:

| TEACHERS | PARENTS |
|---|---|
| Provide all students, but particularly the more able, with frequent opportunities to engage in long-term projects which they have developed. | Have your child read each evening. Read to your child each evening. (especially at the primary level). Check to see that homework is completed and neatly written. |
| Give careful consideration to demands on a student's time. In the upper grades, especially, make a concerted effort to develop policies and practices that strike a balance between the time demands on the various subjects. Teachers in major subject areas should give a minimum of two homework assignments per week. | Inquire as to the understanding and accuracy of homework. Provide a regular place for study close to reference books, dictionaries, and other necessary tools such as pencils and paper. Encourage your child to try to study at the same time each day. Help your child to determine the amount of time needed for study and to organize an appropriate schedule. |
| Suggested time allotments by grade levels are: Grades: 1 & 2 Optional 3 & 4 One hour per night 5 & 6 One and ½ hours per night 7 & 8 Two hours per evening 9 & 12 ½ hours per night per subject | Remind your child to use a variety of reading techniques. <i>Skim</i> to get the general idea of material to be read. <i>Read rapidly</i> to study a textbook or reference. <i>Read slowly</i> and carefully for directions and for difficult content. |
| Encourage students' in-group discussions to express their own feelings about homework and discover common problems associated with study outside the classroom. | Reading the assignment over and over again is not the most efficient or effective way to study for a test. Show your child how to use the study aids in a book (<i>index, table of contents, etc.</i>) help your child to anticipate and to answer the kinds of questions which might be asked and answer them in his/her own words. |
| Show students ways to overcome distractions. Elementary and middle school students need opportunities to examine problems and solutions together in class. High school students need to be reminded that as individuals they can influence their own success by their decisions about time and place of study. | Provide feedback periodically to your child's teacher pertaining to homework assignments. Help your child make decisions; ask questions that will cause him/her to think through the situation. Let him/her learn to solve problems. Give your child answers sometimes and explain how you arrived at them. |
| Provide parents, as necessary specific activities or suggestions for helping students transfer school learning to real life experiences. | Praise your child for accomplishments and effort. Visit your child's school. Ask the teacher how you can help your child at home. |

| TEACHERS | PARENTS |
|----------|---|
| | <p>Take your child to the public library. Get your child a library card. Librarians can be very helpful in finding books for your child. You can help by telling them what books your child has read or liked, and the librarian can suggest other books that you can read to your son or daughter.</p> <p>Subscribe to a magazine for children. The library has copies you can examine before you make your choice. Ask the librarian which magazines are most popular with children the same age as your child. Getting a personal copy in the mail regularly is an added incentive for children to read.</p> |

ACCOUNTABILITY

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

1. Keep homework records, charts, points, etc. to show how far students have progressed from where they began.
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 such as keeping them after school, subtracting points, etc.
4. Develop a method for getting parents committed to helping their child be accountable for doing homework.
5. Always try to find out the causes or reasons why students have not done the homework and hold student conferences.
6. Communicate with parents on kind and amount of assignments given.
7. Encourage parents to sign and/or write comments on assignments.
8. Give recognition to students 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 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 toward making homework a significant learning experience.

PARENT TEACHER CONFERENCES

Scheduled parent-teacher conferences will be held in November and April per teacher-negotiated contract. Dates are listed on District's yearly calendar.

LESSON PLANS – PHILOSOPHY

Planning is important to any legitimate teaching process. Well-planned lessons are critical in order to meet the needs of each student in a class or group. Planning includes that which is written and that which is not written.

PURPOSE OF DAILY LESSON PLANS

- Serve as guides to the teacher as he/she progresses through the week.
- Serve as guides to the substitute teacher to implement the regularly planned activities.
- Enable observers to see what the objectives and activities are for the day/week.

The lesson plan will be implemented by the substitute unless it is impossible for a substitute to carry it out, in which case the emergency plan will be used. The emergency plan should be related to the lesson objectives and the teacher is expected to follow-up on the lesson when he/she returns.

WRITTEN PLANS

Format – Refer To Sample Forms

An alternative form (*which contains the required essential lesson plan components*) may be used with the prior approval of the final evaluator.

ESSENTIAL ELEMENTS OF DAILY LESSON PLANS

- Subject matter is the topic or subtopic of the lesson. It is always written at the beginning of the week and/or at the beginning of a unit.
- A performance objective is an accurate description of what the learner is to be able to do, how well it is to be done, and under what conditions it is to be done. An objective describes an intended result of instruction rather than a process of instruction itself.
- Teaching/Learning Strategies are activities for presenting information developing skills and clarifying values.
- Proficiency outcome
- Evaluation is any tool used to assess student performance
- Materials are supplies/equipment needed. Supplementary materials/equipment are those items that are not regularly used.

The following chart is designed to assist in writing performance objectives.

| COMPONENTS | DESCRIPTION | EXAMPLES |
|---------------------|---|--|
| Audience | Printed on form | |
| Observable Behavior | Verb which describes the action of the learning | Identify, state a rule, order, distinguish, conduct, demonstrate, describe, and apply rule. |
| Condition | Circumstances under which the learning will be assessed | Amount of time or space; available equipment, materials, tools and information; deadline dates or times; number and kinds of available references, if any. |
| Degree | Acceptable level of performance | Percentage correct; expected number correct from the number possible; descriptions of grammatical quality; plus or minus accuracy of sizes or computations, neatness; number of variables included in answer of essay questions. |

MONITORING

Lesson plans are to be kept on the top of the teacher's desk in a lesson plan book that is open and in view at all times. If the plans are unacceptable, the final evaluator will inform the teacher and/or arrange a conference as necessary.

ADDITIONAL ASPECTS OF PLANNING

The following teaching/learning strategies are aspects of an effective lesson:

Presentation techniques

Action techniques

Interaction techniques

Lesson Orientation

Questioning techniques

Pacing

Lesson ending

UNIT/WEEKLY LESSON PLAN

Name _____ Week of _____

Subject Matter _____

Performance Objectives – The student will be able to:

Required Standards Outcomes Listed

1. _____
2. _____
3. _____

| | Monday | Tuesday |
|------------------------------|--------|---------|
| Objectives | | |
| Teaching/Learning Strategies | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Homework:

| | | |
|--|--|--|
| | | |
| | | |

STUDENT ARRIVAL AND DISMISSAL

ARRIVAL

Students are not permitted to enter the building prior to the first bell.

Students participating in the Breakfast Program, which begins at 7:55 a.m., are to:

1. Go to their lockers to obtain all materials needed for their morning classes when the first bell rings.
2. Be in their seats at the sound of the tardy bell.

DISMISSAL

1. At the end of the last class period, all students must return to their lockers. This will be the only time after school for the students to obtain their belongings and homework materials.
2. It is the entire staff's responsibility to monitor student dismissal.
3. At 3:15p.m.all hallways must be cleared of students. Those students held for detentions or other legitimate school activities must be in their assigned locations with teacher supervision. The supervising teacher must escort all students remaining for an activity to the door at the end of the activity.
4. No student shall be held after 3:15 p.m. without the parent being notified.

ATTENDANCE – STUDENTS

Research indicates that regular student attendance is an important ingredient for increased student achievement. As a teacher, you can do a great deal to motivate student attendance. Stress the importance of attending school regularly and arriving to school on time. If a student is tardy or absent, follow the procedure listed below:

A. ABSENCE FROM CLASS, BUT NOT ON ABSENCE LIST:

1. Be sure to check the daily absence list first to determine that the student is not listed.
2. If the student's name is not on the list, fill out the "*cut slip*" and refer it to the office.
3. If you are aware of any information regarding this student's whereabouts, please note it on the back of this slip.
4. Teachers should expect a response from the office whether the absence was excused or unexcused. If the absence was unexcused, teachers will be notified of the follow-up action by the office.
5. Refer to the student handbook for specific disciplinary procedures.

B. ABSENCE FROM SCHOOL

Every student is expected to be in school every day unless the student is ill, a member of their family is ill and they are needed at home, the death of a relative has occurred, or observance of a religious holiday is necessary. These are the only reasons for which an absence will be excused. A doctor must verify extended absences.

1. A written excuse from home must be presented to the homeroom teacher.
2. The student will then be given an admit to class slip. The absence will be marked excused or unexcused.
3. The student is to present the admit slip to each of his/her teachers for their signatures.
4. At the end of the school day, the last period class teacher must collect the absence slips and turn them in to the appropriate office.
5. All students must be admitted to class even if they do not have an absence slip. The unit office should be notified of any student without a slip as soon as possible.
6. It is our policy to phone the homes of students who are absent. Even though the home has been contacted the student must still bring a signed note from the parent or guardian upon returning.
7. Students should be encouraged to have parents call the school instead of waiting for the school to contact the home. The office may be reached any time after 8:00 a.m.

C. EARLY EXCUSAL FROM SCHOOL

1. A student is not permitted to leave school property during the school day unless they have permission from the principal, designee, or the school nurse.
2. If a student becomes ill during the school day, they should secure a pass from their teacher to leave the room. Students should report to the nurse or principal's office immediately.
3. If it is necessary for a student to leave school for any reason other than illness before the end of the day, a note stating the reason for early excusal is to be brought to the unit office as soon as possible upon entering the building. The office, prior to the requested dismissal time, will verify all notes.

Failure to bring a written note from home or without a parent/guardian personally coming to the school will result in denial of any early excusal request.

D. TARDINESS TO CLASS

1. It is the student's responsibility to be on time to each of his/her classes.
2. Students who report without work materials and/or hall passes are to be admitted and disciplined by the classroom teacher.
3. Students must be inside the classroom within the allotted passing time; moreover, there is to be no loitering in the hallways between classes. Students should not be left in the hallway unsupervised.
4. For further details regarding disciplinary procedure, refer to the Student Handbook.

E. TARDINESS TO SCHOOL

1. Homeroom teachers are to be responsible for keeping a record of their homeroom students' tardiness to school.
2. All students must be in their seats, having already gone to their lockers, lavatory, etc., at the tardy bell or they will be considered tardy.
3. Tardiness to school can be excused only upon presentation of a note signed by a parent or guardian. This note must include the date, homeroom number, and indicate the reason for tardiness. A phone number where parents can be reached should be included. Tardy notes should be submitted to the office.
4. Tardiness for any reason other than illness, doctor's appointment, or family emergency is unexcused tardiness. Any questionable reasons or notes should be referred to the office for final determination of status.
5. Students arriving tardy to school during homeroom period should report directly to homeroom. The homeroom teacher should mark the student appropriately on the attendance form.
6. Students arriving at school after homeroom period should report directly to the office for admittance. These students will receive a pass to the locker and class with time and date. Passes issued to tardy students will expire after five (5) minutes.
7. All unexcused tardiness will be dealt with according to the Tardiness Policy in the Student Handbook.

CAFETERIA REGULATIONS

1. All students entering the cafeteria will be under the direction of the supervising adults.
2. All students eating in the cafeteria must have trays.
3. Students are expected to exhibit proper table manners.
4. Students must use a moderate tone of voice.
5. Students are to handle their food in an appropriate and sanitary manner.
6. Disposal routes will be explained in the cafeteria at the beginning of the semester. After eating, disposal will be as follows:
 - a. Trays and refuse are discarded in trash containers.
 - b. Paper, straws, and unfinished foods in appropriate containers.

After disposal of trays, etc., student will return to seats occupied during lunch.

7. Dismissal:

Students will be permitted to leave the cafeteria [when tables and the area around the tables are considered clean] (*free of paper, scraps, utensils, trays, etc.*) Dismissal will be by staff in charge.

8. Students may bring books, notebooks, and other approved materials to the cafeteria.
9. Students are not permitted to eat in the classrooms or halls; also, gum chewing is not permitted in the school building.
10. Students are not permitted in the teachers' lunchroom.

ASSEMBLIES

Heritage students will attend and participate in various assemblies throughout the school year. Due to the large enrollment and to foster an appropriate atmosphere in the auditorium, seats will be assigned according to rooms prior to the assembly unless otherwise noted. Teachers should emphasize the following:

1. Teachers are expected to bring students to the auditorium quietly and in line. Teachers are to sit with their students throughout the program.
2. Teachers will inform and monitor students' behavior – no talking, loud laughter, whistling, stamping of feet, etc. All reactions to program content should be in good taste.
3. Teachers will receive student-seating arrangements for each assembly.
4. All programs should help unify the school, give students an opportunity to conduct themselves properly in a large group situation, and to recognize publicly worthwhile events or achievements.
5. Teachers or groups wishing to arrange assembly programs should:
 - a. Present request in writing on the appropriate form which is available in the main office.
 - b. Indicate the nature of the program, the group or person making the request, and the date desired.

BUILDING USE FORM

Today's Date _____ Time Beginning _____

Date of Assembly _____ Time Ending _____

Topic _____

Educational Purpose _____

Intended Audience _____ # To Be Invited _____

Equipment Needed _____

_____ Room Needed _____

Teacher's Signature

Name of Group Making Request

Principal's Signature

AWARDS

Honor awards are given to students to recognize outstanding achievement and motivate youngsters towards reaching achievements.

School-wide achievement is recognized in many ways. Students receiving honors will receive public recognition.

The following is the criteria used in recognizing academic achievement.

Honor Roll - 3.5 Average

Merit Roll – 3.0 Average

Achievement Roll – 2.5 Average

All subjects are included in the point average except those that are graded **S** (*Satisfactory*) or **U** (*Unsatisfactory*).

DISCIPLINE

The majority of our students are cooperative; anxious to please, and well behaved. Discipline problems exist here in school only because a few students are indifferent, uncooperative, maladjusted, or headstrong. Sometimes these few can disrupt the homerooms, classrooms, halls, and lunchroom.

Discipline means orderly conduct. It means training which molds and corrects attitudes for self-control and independent judgment.

Regardless of background – college, practice teaching, or years of experience, teachers are sometimes confronted with discipline problems.

Conscientious teachers are constantly re-evaluating homeroom and classroom techniques and ever looking for new ways to obtain and maintain good discipline. They know classroom control is a prerequisite to classroom learning. They know too, that control in the halls sets the stage for control in the classroom. Well-disciplined students direct their interests, efforts, and abilities toward greater achievement. Poorly disciplined students waste their own opportunities and make learning difficult for teachers and classmates.

Discipline means understanding and consistency. It means a caring approach, but a firm, positive action. It requires a joint effort on the part of the teacher, parent, and student.

1. Each team of teachers should have an established a set of rules by which their classes are governed and disciplinary actions for any violations. Only after you have made every attempt to eliminate the problem (*student-teacher conference, team conference, parent conference, detention, etc.*) should a student be referred to the appropriate principal.
2. Students should be referred to the appropriate office when they have been in continuous violation of classroom rules and regulations or in cases of emergency (*fighting, verbal abuse, etc.*). In the absence of the designated administrator, assistance may be obtained from any available administrator.
3. When referring a student to the designated principal, please use the referral form for this purpose. In order for the Unit Office to take appropriate action, we must know what previous action has been taken by the teacher. If this procedure is followed, many of our problems will be eliminated.
4. For each referral dealt with, a disposition slip advising you of the action taken will be placed in your mailbox, hopefully on the same day of the referral. If you do not receive a disposition slip by the next morning, check in the designated principal's office.
5. Following an office referral, no student is to be readmitted to the classroom until the teacher has received a disposition slip.
6. All students' misbehavior does not require office discipline. Utilize the services of the guidance counselor when appropriate.

ALL CORPORAL PUNISHMENT IN THE EAST CLEVELAND CITY SCHOOL DISTRICT IS BANNED. This mandate was effective on September 13, 1993. Under No circumstances is anyone to violate this policy. **NON-COMPLIANCE WITH ANY BOARD POLICY IS SUBJECT TO DISCIPLINARY ACTION UP TO AND INCLUDING TERMINATION.**

HERITAGE MIDDLE SCHOOL

Student Referral Form

Student _____ H.R. _____

Teacher _____ Room _____

Subject _____ Date _____

Grade 7 / 8

Referred to: Administrator _____

Reason(s) for Referral

- | | | |
|--|--|---|
| <input type="checkbox"/> Fighting/Assault/Physical Abuse | <input type="checkbox"/> Cheating | <input type="checkbox"/> Head Covering/Radio |
| <input type="checkbox"/> Disrespect/Abuse Acts | <input type="checkbox"/> Restricted Area, etc. | <input type="checkbox"/> Unauthorized Absence |
| <input type="checkbox"/> Improper Language/Gesture | <input type="checkbox"/> Trespassing | <input type="checkbox"/> Tardiness |
| <input type="checkbox"/> Endangering Self/Others | <input type="checkbox"/> Gambling | <input type="checkbox"/> Failure to Sign In |
| <input type="checkbox"/> Failure to Comply | <input type="checkbox"/> Weapon/Dangerous Item | <input type="checkbox"/> Dress Code |
| <input type="checkbox"/> School Disruption | <input type="checkbox"/> Falsification | <input type="checkbox"/> Repeated Violations |
| <input type="checkbox"/> Eating/Drinking | <input type="checkbox"/> Drug/Alcohol Offense | <input type="checkbox"/> Other |
| <input type="checkbox"/> Theft | <input type="checkbox"/> Tobacco Offense | |

Explanation _____

Teacher's Action Taken Prior to Referral

☐ Parent Conference _____

Student Conference _____

☐ Counselor Referral _____

Detention _____

☐ Other _____

Sent Letter Home _____

Team /Pupil Conference _____

Telephone Parent _____

Explanation _____

Administrative Action

☐ Student Conference _____

☐ Detention _____

☐ Loss of Credit _____

☐ Teacher/Student Conference _____

☐ Time Out _____

☐ Restitution _____

☐ Parent Conference _____

☐ Saturday School _____

☐ Police Notification _____

☐ Other _____

☐ Time Out _____

☐ In School Suspension _____

☐ Proposed Suspension/Hearing Scheduled _____

REGISTRATION FORMS

1. Registration forms are necessary for each student; these forms are an important resource, which are kept on file in various offices.
2. Monitor the student closely to ensure accuracy and neatness. Have the student complete the form carefully. Instruct the students to print.
3. Information not completed should be obtained from the parents.
4. Send all completed registration forms to the designated office.
5. Students new to Heritage and not on homeroom rolls will have forms completed at the time of registration when they report with their parents.

REPORTS

In order to maintain reliable records for our school system and state/national agencies, all teachers must complete and personally return reports by the stated due dates.

The rendering of prompt and accurate reports will help maintain a high level of organization.

PARENT CONFERENCE/CONTACTS

Each teacher must assume the responsibility of maintaining parent contact. An essential requirement for an effective parent-teacher relationship is a positive attitude on the part of the teacher. Elements of a positive conference include the following:

BEGINNING THE CONFERENCE:

- _____ Introduce yourself and try to make the parent feel at ease.
- _____ Begin the conference with some positive comment about the child.
- _____ Remind the parent how much you need his or her help.

During the conference:

- _____ Try to put yourself in the parent's position and imagine the effects your remarks may have.
- _____ Be honest, but tactful.
- _____ Be a good listener; try to learn how the parent feels about the child.
- _____ Avoid arguments.
- _____ Be aware of signs of emotional changes in the parent – expressions, gestures, and voice.
- _____ Do not permit comments about another child to enter the conference.

Ending the conference:

- _____ Limit the number of suggestions offered by the parent.
- _____ Summarize the major areas discussed.
- _____ Suggest another conference at a later date.
- _____ End with a positive or optimistic note.
- _____ Record and file notes summarizing the conference for future reference and protection.
- _____ At a later date, make follow-up contact with the parent.

In summary, it is helpful if you confer with the student after the conference covering what was discussed, be a good listener, and share information with the parent in a non-judgmental, non-threatening way.

Note: Parent conferences are not to be held during class time.

RECORDS – STUDENT

Students' official files containing their school records are contained in a “*cumulative record*.” These records are kept alphabetically in the office. Loose sheet data such as tests, counseling records, etc. will be inserted inside the folder for future reference.

Teachers are encouraged to use these records as reference as well as talking with the counselors about any particular students. Reference work should be done in the guidance office. Teachers must maintain the confidentiality of these records.

Heritage Scholastic and Attendance Records

Scholastic and Attendance records can be viewed via the computer monitors located in the guidance offices or unit offices. Please seek assistance from the guidance personnel or secretarial staff when student's information is needed. Teachers must maintain the confidentiality of the records.

[Student Interim and Grade-Making Period Procedures]

SPECIAL SERVICES

Various special services are available to assist teachers with students. Services include:

- A full-time nurse;

- A psychologist;

- A speech and hearing therapist;

- [English as a Second Language tutor;]

- Guidance personnel, etc.

A listing of community resources is also available from the guidance office.

Teachers are to refer students by completing the appropriate forms.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (A.D.A.) and Section 504 of the Rehabilitation Act (Section 505) prohibit discrimination against persons with a disability in any program receiving federal financial assistance. This protection applies not just to students, but to all individuals who have access to the District's programs and facilities.

The laws define a person with a disability as anyone who:

- A. Has a mental or physical impairment that substantially limits one or more major life activities.
- B. Has a record of such impairment; or
- C. Is regarded as having such impairment.

The District has specific responsibilities under these two laws, which include identifying, reviewing and, if the child is determined to be eligible, affording access to appropriate educational accommodation.

Additionally, in accordance with State and Federal mandates, the District seeks out, assesses and appropriately services students with disabilities. Staff members use a comprehensive child study process to systematically screen, assess, and if appropriate, place students in special education and related services. Students are entitled to a free appropriate education in the "least restrictive environment."

A student can access special education and related services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEIA), A.D.A. Section 504) and State law. Contact Mr. Dennis Bunkley at (216) 268-6689 to inquire about evaluation procedures, programs and services.

HOMELESS STUDENTS

Homeless students will be provided with a free and appropriate public education in the same manner as other students served by the District. Homeless students are eligible to receive transportation services, participate in education programs for students with disabilities or limited English proficiency, participate in gifted and talented programs, and receive meals under school nutrition program. Homeless students will not be denied enrollment based on lack of proof of residency. For additional information contact the liaison for Homeless Students, Mr. Dennis Bunkley at (216) 268-6689.

CONTROL OF BLOOD BORNE PATHOGENS

The East Cleveland City School District seeks to provide a safe educational environment for students and takes appropriate measures to protect those students who may be exposed to blood borne pathogens in the school environment and/or during their participation in school-related activities. While the risks of students being exposed to blood-borne pathogens may be low, students must assume that all body fluids are potentially infectious and must take precautions to follow universal procedures in order to reduce such risks and minimize and/or prevent the potential for accidental infection.

Students may be exposed to blood-borne pathogens in situations, including, but not limited to the following:

- Engaging in activities with other students in the school environment (e.g. physical education class) where physical injuries or other actions that can cause bleeding or exposure to saliva and other body fluids may occur.
- Working with equipment in the school environment that can cause cuts or similar injuries that produce bleeding.
- Participating in extracurricular activities (i.e. athletic activities) where physical injuries or other actions that can cause bleeding may occur.

Whenever a student has contact with blood or other potentially infectious material she/he must immediately notify his/her teacher, who will contact Safety Coordinator, Adrian Pratt and assist the student in completing the requisite documents (e.g. Form 8453.02 F1 – Exposure Report).

The parent(s) of a student who is exposed will be contacted immediately regarding the exposure and encouraged to have the student's blood tested for Hepatitis B and HIV by his/her physician. The student's parent(s) are encouraged to consult with the student's physician concerning any necessary post-exposure treatment.

- The student's parent(s) will also be asked to provide a copy of the test results and any post-exposure treatment for maintenance in the student's educational record in accordance with the Federal and State laws concerning confidentiality.

The parents of the student who caused the exposure will also be contacted immediately and advised to have the student's blood tested for Hepatitis B and HIV virus in cooperation with his/her physician.

The student's parents will be asked to provide a copy of the test results for maintenance in the student's educational record in accordance with Federal and State laws concerning confidentiality.

THE HERITAGE MIDDLE SCHOOL
EAST CLEVELAND, OHIO
CLEARANCE SLIP

| | | | | | | | | | | | | | | | |
|---|----------------|----------------|------------------------|-------|---------------|-------|------------|-------|---------------|-------|----------------------|-------|---------------|-------|---|
| <p>Pupil _____ H.R. _____</p> <p>Reason for transfer _____</p> <p>Date of Transfer _____</p> <p>Credits and transfers will be withheld until this slip is signed by those in charge.</p> <p>Unit/Guidance _____</p> <p>Art Fee _____</p> <p>Library _____</p> <p>Lunch Tickets _____</p> <p>Athletic Fee _____</p> <table style="width: 100%;"> <tr> <td style="width: 50%;">Textbooks:</td> <td style="width: 50%;">Grade To Date:</td> </tr> <tr> <td>Foreign Language _____</td> <td>_____</td> </tr> <tr> <td>English _____</td> <td>_____</td> </tr> <tr> <td>Math _____</td> <td>_____</td> </tr> <tr> <td>Science _____</td> <td>_____</td> </tr> <tr> <td>Social Studies _____</td> <td>_____</td> </tr> <tr> <td>Reading _____</td> <td>_____</td> </tr> </table> <p>I verify that the above-named student has completed all obligations listed.</p> <p style="text-align: center;">_____ Principal</p> | Textbooks: | Grade To Date: | Foreign Language _____ | _____ | English _____ | _____ | Math _____ | _____ | Science _____ | _____ | Social Studies _____ | _____ | Reading _____ | _____ | <ol style="list-style-type: none"> 1. When a student transfers or withdraws from Heritage, the accompanying form is to be used. 2. Each teacher is to sign the appropriate line indicating that the student's record is clear, books returned and all fines paid. 3. When a student record is not clear, teachers will fill in the item amount owed. 4. Grades and transfers will be withheld until this slip is signed by those in charge. 5. This form originates and ends in the designated office. |
| Textbooks: | Grade To Date: | | | | | | | | | | | | | | |
| Foreign Language _____ | _____ | | | | | | | | | | | | | | |
| English _____ | _____ | | | | | | | | | | | | | | |
| Math _____ | _____ | | | | | | | | | | | | | | |
| Science _____ | _____ | | | | | | | | | | | | | | |
| Social Studies _____ | _____ | | | | | | | | | | | | | | |
| Reading _____ | _____ | | | | | | | | | | | | | | |

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 p 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 Superintendent, 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 |

CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff may remove or isolate a student who has been ill or has been exposed to a communicable disease or high transient pest, such as lice.

Specific communicable diseases include diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments.

Any removal will be limited to contagious periods as specified in the school's administrative guidelines.

CONTROL OF NON-CASUAL CONTACT COMMUNICABLE DISEASES

The East Cleveland City School District has an obligation to protect staff and students from non-casual contact communicable diseases. When a non-casual contact communicable disease is suspected, the student's health will be reviewed by a panel of resource people, including the County Health Department. The East Cleveland City School District will protect the privacy of the person affected and those in contact with the affected person. Students and staff will be permitted to remain in school unless there is definitive evidence to warrant exclusion.

Non-casual-contact communicable diseases include sexually transmitted diseases, AIDS, ARC-AIDS Related Complex, HIV, Hepatitis B, and other diseases that may be specified by the State Board of Health.

As required by Federal law, parents will be requested to have their child's blood checked for HIV and HBV when the child bleeds at school and students or staff members are exposed to the blood. Any testing is subject to laws protecting confidentiality.

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 4th 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 4th 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 Superintendent that an immunization requirement epidemic exists in the school District’s population. The denial admission shall cease when the director notifies the principal or Superintendent that the epidemic no longer exists. The Superintendent or designee shall establish methods whereby the academic standing of a pupil who is denied admission during an immunization requirement epidemic may be preserved.

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 Superintendent 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. |

| GIRLS – GRADES KINDERGARTEN THROUGH SEVEN |
|---|
| 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) |
| YOUNG ADULT WOMEN – GRADES EIGHT THROUGH TWELVE |
| 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. |
| NOT PERMITTED |
| 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. |
| PERMITTED |
| 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). |
| SPIRIT/DRESS DOWN DAYS |
| The Board of Education authorizes the Superintendent to designate spirit/dress down days when deemed appropriate. |

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

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

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.

ABSENCE FROM SCHOOL/CLASS

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.

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 | |

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
- Inappropriate public display of affection
 - 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 | <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 |

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

or symbols on notebooks/book covers/papers, showing colors/wearing gang 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
- 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

- Provide a reflective activity
- Short-term behavioral progress reports
- 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

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
- Assisting an individual in entering the school premises through an unauthorized entrance

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 • Assault against an employee of the District | <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 |

BE RESPECTFUL

- Obey school policy and federal, state and local laws as it relates to the rights and protection of others
- 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
- Stealing or possession of stolen property in excess of \$250
- Extortion, coercion or blackmail
- 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

BE RESPONSIBLE

- Stay out of and way from other people's property and person
- Comply with District and building rules

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 extend 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:[illegible]

Date _____

Date _____

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
1843 Stanwood Road
Cleveland, OH 44112-2707
216-268-6595

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.

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.

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 District recognizes 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 District 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, 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 employees 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 as an attempt to intimidate and may 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, book bags, 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

FIRE DRILLS

REGULATIONS FOR FIRE DRILLS

Every room in the building should have directions posted so as to give proper direction to students during an emergency. The following procedures should be adhered to:

1. Teachers will close and lock all windows, turn off all lights and close the classroom doors.
2. Move swiftly and quietly — **do not run.**
3. Follow signs and directions.
4. Move out of the door and away from the building to the designated areas.
5. Return to the building only upon the signal of school personnel.

The signal for a fire drill is the continuous ringing of a bell. At the ringing of this signal students and teachers will respond instantly, leaving the room without further signal, following the directions for the room in which they find themselves. There will be two lines passing outside side by side so students are to keep to the side of the stairs indicated in the directions. From the first floor to the outside door and down the sidewalk, there may be four lines.

There should be no talking or laughing during the fire drill. Students are to walk quickly but are not to run.

The teacher will follow the last student from the room making sure that the lights are out and the windows and door are closed.

The two students who pass through the outer door first are to fasten the doors open. If, for any reason, they are unable to fasten them, they will hold the doors open until everyone has left the building.

No class is to wait for another class that is not ready but no room is to cut in on another class's lines.

When lines pass from one floor to another, they should halt at the foot of the stairs to wait for lines on that floor to pass them.

Fire drill instructions for each room are located on the wall near the floor in each room. Homeroom and classroom teachers will call these to the attention of students early in the first week of school.

Teachers are to walk their classes to assigned designated area. Students and teachers are not to cross Terrace Road during a fire drill evacuation.

SEVERE WEATHER & TORNADOS

SEVERE WEATHER NOTIFICATION

- **Weather Radio:** Ensure that the school's weather radio operates properly including the warning tone alert function. The National Weather Service issues a weekly test message, usually between 11:00 a.m. and noon on Wednesdays.
- **Watches:** A thunderstorm or tornado WATCH will be issued if conditions exist that may result in a severe thunderstorm or tornado. When a WATCH is broadcast over the weather radios, alert staff to stay alert for signs of an approaching storm. School activities should continue as normal.
- **Warning:** A tornado WARNING will be issued when an actual tornado has been sighted. When a WARNING is issued, the emergency response plan for tornados must be initiated (see below). Notify the crisis management team and designate a staff member to keep a watch for warning signs of an approaching tornado.
- **Alarm:** Designate a special alarm to indicate that a tornado is imminent. Do NOT use the fire alarm as a warning device. Use the public address system for initial warnings, and a handheld device such as a battery powered "bull horn" to issue instructions once all students are in the designated shelter areas.

TORNADO EMERGENCY RESPONSE TORNADO WARNING ISSUED

- Sound the tornado alarm.
- Evacuate portable trailer classrooms, moving the students and staff into the main building.
- Seek shelter, direct students to sit on the floor and wait for additional instructions.
- **Physical disabilities:** Ensure that students with physical disabilities have evacuated the upper floor. Use the elevator to evacuate these students to the ground floor. Do NOT use the Fire Evacuation Staging Area.
- **Windows and Doors:** Close as many doors as possible, but do NOT open any windows.
- **Warning Signs:** Say alert for signs of approaching tornado.
- If danger from a tornado is imminent, give the command for students to assume the protective tuck position on their elbows and knees, with their hands protecting the back of their head.

TORNADO SHELTER AREAS

- The best areas to select for shelter areas are inside the main school building on the ground floor that do not have a direct exposure to exterior windows.
- Use ground floor hallways and interior (windowless) rooms.
- Avoid gymnasiums, auditoriums, cafeterias and boiler rooms.
- Portable trailer classrooms must be evacuated when a tornado warning is issued, or if sustained winds of 40 mph exist. Occupants must seek shelter inside the main building.

TORNADO INSTRUCTIONS

TORNADO DRILL REGULATIONS

When there is an intermittent ringing of a bell to signal a tornado drill, students are to follow their teacher to the designated area. The bell will ring throughout the tornado drill. When the drill is over, students will be notified by signal of school personnel.

If an emergency of this magnitude should be announced, faculty members are expected to take their students to the designated area. The safety position for a tornado drill is for each individual to kneel on one knee facing the wall, head lowered upon his/her knee, and hands on head.

During an emergency drill faculty members are expected to take their students to the designated areas so specified in the Tornado Emergency Drill Instructions. The recommended safety position for a tornado or emergency drill is for each individual to kneel on one knee, facing the wall, head lowered upon the knee, and hands on the head. Please make your students aware of the proper position. Familiarize yourself with the instructions and areas to be occupied in the event of an emergency.

1. When the principal receives a tornado warning, a public address announcement will be made indicating that all personnel should proceed immediately to areas designated for tornado emergency.
2. In case of tornado warning, students will proceed to designated areas assigned to their classroom. The classroom teacher must take attendance.
3. Any student failing to report to or remain in the designated area in an orderly manner will be suspended.
4. Students should remain in the designated area until a signal is given to return to classes by school personnel.
5. All teachers must be in a designated area whether responsible for students or during prep time.

| |
|---|
| LOSS OF POWER — STUDENTS ARE TO REMAIN IN THEIR ASSIGNED AREA. |
|---|

SNOW AND EMERGENCY CLOSINGS REGULATIONS

It is the policy of the East Cleveland City Schools to remain open whenever possible. Upon rare occasions, unsafe weather conditions may require the closing of school.

In the event of bad weather conditions or other emergencies, the Superintendent makes the decision as to whether school will be closed. This information is reported to local radio and television stations before 6:30 A.M.

In the event of an emergency occurring during the school day, the Superintendent will determine the action to be taken and school authorities will notify students.

Whenever schools are closed due to emergency, all co-curricular activities are also canceled.

Announcements of such closings will be made on radio and television stations during the 11:00 P.M. evening news, providing that a decision has been made by that time. If, however, the decision is reached during the night, announcements will be carried on the 7:00 A.M. radio and television broadcasts. Only school closings will be announced, and parents and students should assume that schools would be open unless a statement to the contrary is made on radio and television.

EMERGENCY EVACUATION REGULATIONS

If an emergency evacuation is prolonged, or if inclement weather conditions exist, the building principal/designee may have students walk or be transported to an alternative site where they will stay, under school supervision, until they either return to their assigned building, or are sent home.

EMERGENCY DISMISSAL OF STUDENTS

Teachers do not have the authority to release students from school during an emergency. A teacher may remove his/her class from the building, if he/she believes that the emergency situation is necessary. The teacher who takes such action, before receiving communication from the administration, is assuming the responsibility of controlling, accounting for, and communicating with the students in his/her class. At no time should a teacher inform a student to leave the school grounds unless such communications come directly from a school administrator.

The echelon for making decisions during an emergency has been established. Administrators in the high school and administrators in Central Office are in communication with each other during emergency situations in order to render decisions rapidly and correctly.

**REMEMBER THAT CHAOS DURING AN EMERGENCY SITUATION IS OUR GREATEST THREAT
TO SAFETY**

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 students 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 students 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.

“Director 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 (268-6689) 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 & Superintendent



BOARD OF EDUCATION MEMBERS

Dr. Una H. R. Keenon, *President*
Ms. Eve Lynn Westbrooks, *Vice President*
Dr. Patricia A. Blochowiak
Dr. Mary E. Rice
Mr. Vernon Robinson
Mrs. Diana C. Whitt, *Treasurer*

ACADEMIC DISTRESS COMMISSION MEMBERS

Dr. Tachelle Banks
Ms. Belinda Kyle
Rev. Stanly Miller
Mr. Michael Schoop
Mrs. Karen Winston-Carpenter

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.