

EAST CLEVELAND CITY SCHOOLS

TEACHER HANDBOOK VERIFICATION

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

Date: _____

Teacher's Name (Print):

Teacher's Signature: _____

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

EAST CLEVELAND CITY SCHOOLS
Shaw High School



Teacher Handbook
2019-2020

Ms. Lori Crum, Head Principal

Mr. Kelvin Holland, 9th & 10th Grade Principal

Mr. William Davis, 11th & 12th Grade Principal

Mr. Larry Ellis, Small School Principal
Shaw Academy

Dr. John Buckner, Director
Career and Technical Education

15320 Euclid Avenue
East Cleveland, OH 44112
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Notice of Materials Received Sheet	YYYY

Schools

IMPORTANT PHONE NUMBERS

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

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

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

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

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

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

Shaw High School (216) 268-6887
Ms. Lori Crum-Whittenburg, Head Principal
15320 Euclid Avenue

9th & 10th Grade
Mr. Kelvin Holland, Principal 268-6374/6736

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

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

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

Treasurer 268-6587
Mrs. Diana C. Whitt

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

Director of Business 268-6586
Mr. Alan Wolf

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

Director of Pupil Personnel 268-6689
Mr. Dennis Bunkley

Director of Special Education 268-6474
Mrs. Courtney Jones

Assistant Treasurer 268-6659
Mrs. Phyllis East

Director of Communications/Technology 268-6570
Mr. Donshon Wilson

Registration 268-6600

Bus Garage 268-6599
Mr. Larry Brown

Food Service 258-6645
Ms. Dawn Johnson

**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			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			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		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			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			44	47
Total Days			177	189



CURRICULUM NIGHTS 2019-2020 School Year

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

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

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

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

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

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

PARENT INVOLVEMENT COMMITTEE MEETINGS 2019-2020 School Year

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

INTRODUCTION

The purpose of this **Teachers' Handbook** is to inform faculty members of the rules and regulations that govern the general operating procedures of Shaw High School.

It is essential that staff personnel read the entire Handbook and keep it available as a ready reference. It is intended for the use of the staff only.

Periodic revisions and additions that deal with changes in both policy and procedure may be issued. Please add these items as received.

The Student Handbook, the Board of Education Policy Code, and weekly bulletins are supplementary to this Handbook.

August 2019

Dear Staff Member:

Welcome to Shaw High School! Whether you are a new comer to our school or a returning teacher, I hope you will find this school year to be a memorable and exciting one. Our School's mission is **"WE WILL PROVIDE THE STUDENTS OF SHAW HIGH SCHOOL WITH THE ACADEMIC AND LIFE SKILLS NEEDED FOR EVERY STUDENT TO BE SUCCESSFUL IN THE 21ST CENTURY."** Our school strategic focal points are centered on the 3 R's – **Rigor, Relevance, and Relationships**. We are committed to: 1) Enriching the high school experience; 2) Circles of belonging for all stakeholders; and 3) an education based on high standards. We would like you to link arms and hearts and embrace the true Shaw experience by actively participating in academic and extra-curricular activities. Cooperation is the key, and toward that end, we suggest that you read this handbook thoroughly.

This handbook answers many questions you may have about the policies and procedures here at Shaw High School. We sincerely hope that this will be helpful to you throughout the year and serve to help promote a spirit of mutual cooperation between the school and home. We are looking forward to helping you have a good school year, and we're always open to any suggestions you might have.

May this year be one of the most rewarding in your school career.

Sincerely,

Ms. Lori Whittenbrug, *Head Principal*

Mr. Kelvin Holland, *9th & 10th Grade Principal*

Mr. William Davis, *11th & 12th Grade Principal*

Mr. Larry Ellis, *Shaw Academy*

Dr. John Buckner, *Director of Career & Technical Education*

THE HISTORY OF SHAW HIGH SCHOOL

The generosity and foresight of John and Sarah Shaw, who were among the earliest settlers in Cleveland, made possible the first Shaw Academy. The Shaw's had come here in the spring of the year 1803, and were highly respected and admired for their integrity and benevolence by their fellow citizens. All the children for miles around loved Sarah Shaw, who had no children of her own. They called her Aunt Shaw and recognized in her the best consoler and truest in all East Cleveland Township.

It was one of the most marked and admirable characteristics of our early settlers that immediately after providing their families with shelter, they started to build a church and a school. This same devoutness, civic pride and love for education made John Shaw incorporate in his will a clause donating a large tract of land for the building and maintenance of an Academy. In this will he bequeathed ninety acres of land to be used to support Shaw Academy and added two specific acres for the site of the school itself, giving his wife, Sarah, an interest in the property. His only requirement was that the citizens of East Cleveland should pledge not less than two thousand dollars to be spent for the erection of the building. After a life spent in usefulness and the fulfillment of civic duty, to which his last will and testament bore ample witness, John Shaw died on July 15, 1835.

Three years after his death, the erection of the school for which he had so munificently provided was begun. At first Shaw Academy prospered and in the spring of 1849 an effort was made to erect a new building on the farm situated opposite the old structure, about where Prospect School now stands. In order to give to the trustees a clear title, Sarah Shaw signed over her claims to the property, thus further improving the school, which already owed its existence and maintenance to her husband. She had the reward, which comes to those who feel the joy of a fruitful, well-spent life, when a year later in 1850, she was present at the dedication of the new addition to the Academy and she laid the cornerstone. The following year she died.

It is such men and women as John and Sarah Shaw who make us aspire to the supreme joy of seeing the things to which we have devoted our lives turn out successfully. Pioneers such as they inculcate in us a full realization of the worth of education. Teachers like them inspire in us the desire to lead lives comparable to theirs in integrity, courage, and steadfastness of purpose.

Today, in the 21st Century, Shaw High School continues that tradition by providing its students with the academic and life skills needed for each student to be successful in the 21st Century.

DEVELOPMENT OF PHILOSOPHY OF EDUCATION

The Board's philosophy of education gives direction to the educational program and daily operations of the District.

Periodically, the policy committee of the Board and the Superintendent evaluate the philosophy of education. Suggestions from both staff and community are considered.

The committee revises or confirms the existing philosophy or writes a new statement of philosophy. The committee presents its recommendations regarding a philosophy of education to the Board for adoption or re-adoption.

All building and course of study philosophies reflect and extend the Board's philosophy. The Superintendent disseminates the Board's philosophy of education to all staff members and directs that it be published in all handbooks.

[Adoption date: January 10, 2000]

LEGAL REFS: OAC 3301-35-02; 3301-35-03

CROSS REFS: ADA, Educational Philosophy
 BF, Board Policy Development and Adoption
 BFG, Policy Review and Evaluation

EDUCATIONAL PHILOSOPHY

MISSION STATEMENT

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.

PHILOSOPHY

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

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

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

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

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

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

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

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

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.

[Adoption date: January 10, 2000]

LEGAL REF.: OAC 3301-35-02(A)

CROSS REFS: AE. School District Goals and Objectives
IA, Instructional Goals

SHAW HIGH SCHOOL PHILOSOPHY

We, the staff of Shaw High School believe that each student can learn. We further believe that learning is a continuous process of growth and development. Our mission is to provide students with skills necessary to reach their fullest individual potential as self-directed, responsible, productive members of our society.

We believe each student is a unique person. Therefore, to foster the development of all our students, a variety of curricular offerings and support programs is necessary in order to meet their varying abilities and needs.

We recognize the need for consistent monitoring of student learning (knowledge, skills, and understanding) expressed through achievement that is measured by performance.

We believe that educating a student means preparing him/her to function as an independent, life-long learner. In order to achieve this, we must equip each student with a desire to learn critical thinking, problem-solving and study skills. In addition, we believe students need experiences that will prepare them to enter the world of work as well as gain an appreciation of the arts.

We believe in a dedication to excellence. Therefore, teachers must re-channel their existing expertise, acquire new skills, and re-focus their energies toward student learning to attain academic excellence. In an atmosphere of high expectations and standards, students will be encouraged to strive for success in multiple areas.

We will work with parents, business, labor, political, and community leaders, to form a broad coalition with our school on behalf of our students.

We call upon and utilize the talents and experiences of all staff members, recognizing that each person in the building has a valuable contribution to improve our school. We will strive to keep the channels of communication open among all staff members so that, as a cohesive team, we can provide a positive support system for ourselves and for our students.

The Administrative Philosophy of Shaw High School is one of mutuality of consensus between the students, teachers, administrators, and the community, with the ultimate level of responsibility for all decisions resting with the principal. Decisions at all levels should be based on school policies, board actions, and input from students, teachers, parents, and administrators.

EXPECTATIONS OF STUDENTS

1. To study, question, and perform in order to assure learning.
2. To abide by all school policies and regulations.
3. To encourage and help others to improve the educational atmosphere at Shaw High School.
4. To help develop better communication between students, teacher, administrators and the community.
5. To become actively involved and participate in school functions and events.
6. To accept and understand themselves and strive forward to initiate self-actualization.
7. Any complaints, inquiries, or communications must be channeled through the small school offices

EXPECTATIONS OF THE PARENTS

1. To accept that the ultimate responsibility for the education of their child rests with them.
2. To help and encourage their child to accept that learning comes from within.
3. To demand that their child follow school policies and regulations.
4. To cooperate with school officials and follow all school policies, and regulations.
5. To be involved and participate in school sponsored activities.
6. To take the initiative to follow-up on information, suggestions and requests made by school officials.

EXPECTATIONS OF THE TEACHERS

1. To work to involve every student in the learning process.
2. To contact parents on a regular basis to inform them of the progress, status, behavior, etc. of the student.
3. To supervise, discipline and control the atmosphere of learning within the school.
4. To follow directions and procedures and be willing to aid or encourage others to do the same.
5. To be prepared professionally to teach and to use an appropriate variety of methods and techniques to facilitate learning in the classroom.
6. To become involved positively in the school and the community.
7. To have available clearly defined lesson plans with productive objectives when a substitute teacher is needed.
8. To make a serious effort to help the students understand the value of studying the subject(s) in question.
9. To insure that appropriate numbers and types of evaluation procedures are used to determine a fair and equitable grade(s).
10. To clearly communicate information, instruction, and assignments in a timely manner.
11. To maintain a consistency of fairness with all students.

STATEMENT: STAFF ATTIRE

As professional educators we should all be cognizant of the very important role that we play in the shaping of young peoples' attitudes. In this vein, all educators in the East Cleveland City School System 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. 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 the 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, might 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 the East Cleveland Education Association 1986

SCHOOL DISTRICT GOALS AND OBJECTIVES

1. **Develop Mastery of Basic Skills.** The District promotes the acquisition of basic comprehension, communication and computation skills to the greatest extent possible for each student. Efforts are made to offer each student opportunities to master the basic skills needed to pursue his/her chosen goals.
2. **Gain Knowledge and Experience in National Sciences, Social Sciences, Humanities and Fine Arts.** The District provides opportunities and encouragement for students to gain knowledge and experience in the sciences, humanities and arts.
3. **Develop a Positive Self-Image.** The District attempts to respond to each student's need to develop a positive self-image and enhances his/her ability to determine, understand and examine his/her own capabilities, interests and goal.
4. **Develop Skills of Constructive Thinking.** The District fosters skills of constructive and critical thinking in order to enable each student to deal effectively with conditions and problems in an independent, self-fulfilling and responsible manner.
5. **Develop Skills Appropriate to a Technological Society.** The District provides students with information necessary to function in a rapidly changing workplace.
6. **Develop a Respect for Others and the Law.** The District promotes the development of students to enable them to become mature, responsible citizens with respect for the rights of others and the law.
7. **Gain Lifelong Learning Skill.** The District promotes an eagerness for learning that encourages each student to continue to benefit from educational opportunities beyond formal schooling.
8. **Gain Understanding of Value Systems, Cultures and Heritage.** The District provides an opportunity for each student to gain knowledge and understanding of social skills, so that he/her she is prepared to participate responsibly and successfully in a pluralistic society.
9. **Gain Understanding of Economic Roles in Society.** The District encourages each student to gain a critical understanding of his/her role as a producer and consumer of goods and services and of the principles involved in the production of goods and services.
10. **Gain Knowledge and Understanding of the Environment.** The District encourages student development of an appreciation for the maintenance, protection and improvement of the physical environment.
11. **Develop Positive Health Habits and Physical Skills.** The District helps students develop good habits concerning care of the body and avoidance of harmful effects of drugs, alcohol and tobacco. Lifelong physical fitness including lifetime recreational skills is promoted.

12. **Develop Within the Community a Sense of Pride in the Schools.** The Board highlights the strengths of the education program and invites the community to participate in school functions.
13. **Continual Evaluation and Revision of Curriculum.** The Board provides, through the evaluation process, a curriculum that is pertinent to student and community needs.
14. **Graduate More Students.** The District established mentoring programs, implements flexible schedules and curriculum, provides computerized attendance, develops new recognition programs and creates motivational incentive programs.
15. **Effective, Efficient Structure.** The District improves its method of projecting students' enrollment and staff needs, improves technology, and develops new ways of teaching and researches ways to improve instruction and facilities.
16. **Solid External Support.** The District improves and expands communications with parents, involves parents and staff in activities, develops recognition programs, increases business partnerships and develops stronger links with the community.
17. **Optimal Use of Human Resources.** The District develops teacher and classified staff accountability, recognizes performance and service, implements staff development programs, establishes job targets, improves communication and improves recruitment efforts.

[Adoption date January 10, 2000]

LEGAL REF: OAC 3301-35-02(A)

CROSS REFS: ABA, Community Involvement in Decision-Making (Also KC)
 ADA, Educational Philosophy
 DBD, Budget Planning
 IA, Instructional Goals
 IAA, Instructional Objectives
 KA, School-Community Relations Goals

NONDISCRIMINATION / HARASSMENT

The Board hereby assures that all East Cleveland Schools are and will be available to serve all persons without regard to race, color, creed, national origin or gender and the policies and practices of the Board in the admission and treatment of students and employees do not and will not discriminate on the grounds of race, color, creed, national origin or gender. Furthermore, it shall be the policy of the Board to provide equal opportunity employment and access to facilities, programs and activities for handicapped persons.

The Board shall comply with rules and regulations in Section 504 of the Rehabilitation Act (PL93.112) assuring equal opportunity for employment and access to facilities, programs and activities for handicapped persons.

NONDISCRIMINATION – LEGAL BASIS

1. Title VII of the Civil Rights Act of 1964 and Executive Order 11063 prohibit discrimination on the grounds of race, color, creed or national origin in the policies and practices of any public facility.
2. Title IX of the Education Amendment of 1972 states that no person shall, on the basis of gender, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.
3. A compliance officer shall be designated from among employees of the Board to ensure adherence to these laws. The compliance officer shall also function as the chairperson of a grievance committee.

[Approval date: January 10, 2000]

NON-DISCRIMINATION ON THE BASIS OF DISABILITY

The Board maintains that discrimination against a qualified disabled person solely on the basis of disability is unfair. To the extent possible, qualified disabled persons should be in the mainstream of life in a school community. In addition, the District is the recipient of federal funds and therefore must be in compliance with all laws and regulations that deal with disabled individuals.

Accordingly, employees of the District comply with the law and Board policy to ensure nondiscrimination on the basis of disability. The following is expected:

1. No one discriminates against qualified disabled persons in any aspect of school employment solely on the basis of disability.
2. Facilities, programs and activities are made available to qualified disabled persons.
3. Free appropriate public education at elementary and secondary levels, including nonacademic and extracurricular services and activities, are provided to qualified disabled persons.
4. No one excludes any qualified disabled person, solely on the basis of disability, from participation in any preschool education, day care, adult education or vocational education program.
5. Each qualified disabled person is provided with the same health, welfare and other social services that are provided to others.

[Adoption date: January 10, 2000]

LEGAL REFS: Individuals With Disabilities Education Act; 20 USC 1401 et seq.
Rehabilitation Act of 1973; 29 USC 794
Americans With Disabilities Act; 42 USC 12112 et seq.
ORC 3323.01 et seq.
Chapter 4112

CROSS REFS; AC, Non-discrimination/Harassment
ACA, Nondiscrimination on the Basis of Gender
AE, School District Goals and Objectives
GBA, Equal Opportunity Employment
IGBA, Programs for Disabled Students
JB, Equal Educational Opportunities

NONDISCRIMINATION ON THE BASIS OF GENDER

The U.S. Department of Education has published regulations for implementing Title IX of the Education Amendments of 1972, which prohibits gender discrimination in federally assisted education programs.

Title IX states, in part: “No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The Board ensures compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 and the regulations promulgated through the U.S. Department of Education.

[Adoption Date: January 10, 2000]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.
 Civil Rights Act, Title VII; 42 USC 2000e et seq.
 Education Amendments of 1972, Title IX; 20 USC 1681
 Executive Order 11246, as amended by Executive Order 11375
 Equal Pay Act; 29 USC 206
 Ohio Const. Art. I, § 2
 ORC Chapter 4112
 OAC 3301-35-03 (A)

CROSS REFS: AC, Nondiscrimination/Harassment
 ACB, Nondiscrimination on the Basis of Disability
 GBA, Equal Opportunity Employment
 JB, Equal Educational Opportunities

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.

EAST CLEVELAND CITY SCHOOLS

COMPUTER NETWORK / INTERNET ACCEPTABLE USE POLICY

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

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

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

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

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

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

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

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

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

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

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

STAFF CONDUCT

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

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

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

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

The Superintendent, 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 Superintendent 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 Superintendent may initiate disciplinary measures, up to and including termination of employment.

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

1. Retaliating against a person who has made a report, filed a complaint, served as a witness, or provided information to the Board regarding an allegation of harassment, intimidation, or bullying.
2. Filing a malicious or knowingly false report or complaint of harassment, intimidation, or bullying.
3. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, intimidation, or bullying if responsibility for reporting and/or investigating such charges is part of the employee's supervisory duties.

CLASSIFICATION OF VIOLATIONS

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

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

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

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

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

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

LEGAL REFS: ORC 3319.31; 3319.36

CROSS REF.: ECEA Agreement and OAPSE Agreement

Minor Violations

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

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

Major Violations

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

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

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

Intolerable Violations

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

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

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

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 Superintendent 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 Superintendent 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.

LEGAL NOTICES

ANNUAL NOTICE REGARDING SCHOOL RECORDS

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

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

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

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

You are assured that confidential records will not be released without prior written parental consent for 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.

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

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

**SCHOOL ORGANIZATION
THREE SMALL SCHOOLS
OF
SHAW HIGH SCHOOL**

HEAD PRINCIPAL – Lori Crum

(216) 268-6887/6888

Secretary – Renee Hinton

9TH & 10TH GRADE PRINCIPAL – KELVIN HOLLAND

(216) 268-6374/6376

Secretary – Tracie Osborne

11TH & 12TH GRADE PRINCIPAL – WILLIAM DAVIS

(216) 268-6641/6742

Secretary – Emma Cleggett

SHAW ACADEMY, PRINCIPAL – LARRY ELLIS

(216) 268-6630

Secretary – Angela Snee

GUIDANCE COUNSELORS

Molly Mossman

April Trotta

(216) 268-6527

(216) 268-6886

The Ohio Standards for the Teaching Profession



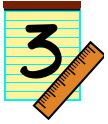
Teachers understand student learning and development, and respect the diversity of the students they teach.

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



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

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



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

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



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

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



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

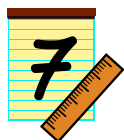
- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create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

- Teachers maintain an environment that is conducive to learning for all students.



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

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



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

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

OHIO STANDARDS

FOR PROFESSIONAL DEVELOPMENT



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

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



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

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

2019-2020 Testing Schedule by Date



2019-2020 TESTING DATES

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

FALL TEST WINDOWS 2019

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

SPRING TEST WINDOWS 2020

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

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

SUMMER TEST WINDOWS 2020 (OPTIONAL)

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

REQUESTING EXCEPTIONS TO ONLINE TESTING – 2017-2020

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

OHIO ENGLISH LANGUAGE PROFICIENCY SCREENER

- August 1, 2019 – June 30, 2020

OHIO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

- February 3, - March 27, 2020

ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

- Operational test - February 18-April 10, 2020



SHAW HIGH SCHOOL BELL SCHEDULE 2019-2020

	Start	Finish
1 st Period	8:05	8:55
2 nd Period	8:59	9:54
3 rd Period	9:58	10:48
4 th Period (Lunch A)	10:52	11:22
5 th Period	11:26	11:42
6 th Period (Lunch B)	11:46	12:16
7 th Period	12:20	12:36
8 th (Lunch C)	12:40	1:10
9 th Period	1:14	2:04
10 th Period	2:08	2:58

- Auditoria opens at 7:30 a.m.
- Students released to first period at 7:50 a.m.
- Students dismissed from school at 2:58 p.m.

EAST CLEVELAND CITY SCHOOLS



STUDENT CODE OF CONDUCT

Philosophy

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

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

TOGETHER WE ARE EAST CLEVELAND

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

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

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

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

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

ACKNOWLEDGEMENT & AGREEMENT OF STUDENT CODE OF CONDUCT

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

Student Signature

Date

Parent/Guardian Agreement

Dear Parent or Guardian:

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

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

Parent/Guardian Signature

Date

POLICY ON STUDENT BEHAVIOR

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

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

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

RESTORATIVE PRACTICES

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

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

POSITIVE BEHAVIOR INTERVENTION & SUPPORTS

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

STUDENT EXPECTATIONS

STUDENT RIGHTS

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

STUDENT RESPONSIBILITIES

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

RESPONSIBILITIES OF ADMINISTRATORS, TEACHERS & STAFF

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

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

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

ATTENDANCE POLICY

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

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

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

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

ABSENCE FROM SCHOOL/CLASS

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

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

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

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

WORKING TOGETHER WITH FAMILIES

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

Excused Absence

1. Personal Illness

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

2. Quarantine of the Home

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

3. Death in Immediate Family

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

4. Observance of a Religious Holiday

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

5. Medical appointment

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

6. Emergency or other set of circumstances

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

All other absences will be considered "unexcused."

Truancy

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

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

RESTORATIVE STRATEGIES – LEVEL I OFFENSES

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

Student Expectations	Infraction of Expectations	RESTORATIVE STRATEGIES
<p>BE SAFE</p> <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
<p>BE RESPECTFUL</p> <ul style="list-style-type: none"> Follow directions Obey classroom and building rules Cope when the answer is “no” Respect and accept other individuals 	<ul style="list-style-type: none"> Disrupting class or assembly, including but not limited to electronic devices. Engaging in pranks that do not endanger persons or property Throwing food or objects Use of inappropriate language Objectionable conduct – engaging in minor verbal or physical altercations such as insulting, taunting, or challenging another person under circumstances in which such conduct is likely to provoke a disruptive response Inappropriate public display of affection 	
<p>BE RESPONSIBLE</p> <ul style="list-style-type: none"> Tell the truth Do your own work Use personal property on school grounds as approved by the District 	<ul style="list-style-type: none"> Violation of attendance policy Sleeping during classroom instruction Refusing to identify oneself to school personnel 	

- Use school property and supplies as approved by the District
- Abide by attendance policy
- Cheating and/or plagiarism.
- Forgery/Fraud/False Identification
- Inappropriate use of electronic device
- Negligent or reckless care of school textbooks, equipment, supplies and facilities

RESTORATIVE STRATEGIES – LEVEL II OFFENSES

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

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

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 	<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 	<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

-
- Ask for help if you are not safe
- BE RESPECTFUL**
- Obey school policy and federal, state and local laws as it relates to the rights and protection of others
- Possession of a dangerous weapon or a look-alike weapon
 - Assault against an employee of the District
 - Making a false report against the District or one of its employees
 - Assault
 - Sexual Assault/Battery
 - Sexting
 - Robbery
 - Breaking and entering
 - False fire alarms or bomb threats/reports
 - Fireworks
 - Tampering with fire alarm system
 - Starting a fire/Arson
 - Inducing panic
 - Vandalism where damage is in excess of \$250
 - Stealing or possession of stolen property in excess of \$250
 - Extortion, coercion or blackmail
 -
- BE RESPONSIBLE**
- Stay out of and way from other people's property and person
 - Comply with District and building rules
- for demonstrating expected behaviors
 - Referral to school support services (i.e., school counselors or social workers)
 - Have the student choose a method of apologizing or making amends to those harmed or offended
 - Arrange linkage with counseling or mental health agency
 - Create a home/school communication system
 - Require daily check-ins with administrator, counselor or social worker for a specific period of time
 - Identify a mentor and establish a schedule of activities related to school performance
 - Work with juvenile court to identify opportunities for restitution
 - Time in alternative assignment in lieu or suspension not to exceed ten (10) days or expulsion (expulsion may be required by law depending on offense)
 - File charges if law is broken

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 suspicion inspection
2. Random whole population inspection.

HARASSMENT, INTIMIDATION, BULLYING POLICY

Adopted November 19, 2007

Introduction

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

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

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

1. Definitions of Harassment, Intimidation, or Bullying

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

2. Violence within a dating relationship

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

3. Conduct Constituting Harassment, Intimidation, or Bullying

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

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

4. Complaint Process

A. Formal Complaints

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

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

B. Informal Complaints

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

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

5. Deliberately Making False Reports

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

6. Confidentiality

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

7. Investigation

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

8. Post-Investigation Procedures

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

9. Retaliation is Prohibited

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

10. Remedial Actions

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

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

11. Non-Disciplinary Interventions

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

12. Disciplinary Interventions

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

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

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

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

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


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

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

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

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

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



PARENT/STUDENT COMPLAINT FORM (BULLYING/HARASSMENT)

Alleged Victim _____

Parent of Alleged Victim _____

Parent Contact Info _____

Check **ALL** that apply:

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

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

- _____
- _____

- ☐ The bullying and/or harassing conduct was:

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

- ☐ The above-referenced conduct happened:

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

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

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

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

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

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

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.

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GLOSSARY OF TERMS

ASSAULT

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

WEAPONS

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

DANGEROUS WEAPONS (FIREARMS, KNIVES, BRANDISHED COUNTERFEIT FIREARMS)

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

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

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

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

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

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

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

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

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

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

ARSON

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

CONTROLLED SUBSTANCES – SELLING & DISTRIBUTING AND/OR POSSESSING

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

SEXUAL ASSAULT

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

FALSE ALARMS / BOMB THREATS

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

EXPLOSIVES

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

SERIOUS VANDALISM

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

BURGLARY / BREAKING AND ENTERING

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

ROBBERY

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

MAJOR THEFT

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

EXTORTION / COERCION

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

EMBEZZLEMENT

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

CONTROLLED SUBSTANCES / ALCOHOL USE, UNDER THE INFLUENCE

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

VERBAL OR WRITTEN ASSAULTS / THREATS

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

AIDING AND ABETTING

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

HAZING

To persecute or harass with meaningless, difficult, or humiliating tasks or to initiate by exacting humiliating performances from, or playing rough practical jokes upon another; causing or creating substantial risk of causing mental or physical harm to any person. Students and all employees who fall 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

LUNCHROOM REGULATIONS

All students must remain in the auditoria while eating regardless of whether or not they buy a complete lunch. Students should not take food out of the auditoria.

1. Students must have an ID visible and worn around the neck upon entrance to the auditoria.
2. Shaw has a closed lunch. Students are not allowed to leave the auditoria. They are not allowed outside the lunchroom or building. Students leaving campus unauthorized are violating school policy and city ordinance. Disciplinary action and/or fines will be imposed.
3. Students must remain in dress code throughout the school day, including their lunch period.
4. Electronic devices such as CD players, tape players, beepers, radios, pagers, cell phones, etc. are not permitted in school, including lunch periods.
5. Each student has the responsibility of returning his/her own tray and throwing away his or her own trash in the proper containers.
6. Students must not cut in front of other students already in the lunch line.
7. Students may be assigned to a special seat in the auditoria if the auditoria monitors recommend it.
8. Students who violate auditoria rules may be disciplined and sent out of the auditoria.
9. Students should not block the aisles in the auditoria nor stand against the auditoria walls, soda machines, railings, and lockers.
10. The lunchroom tables and chairs should not be moved without authorization from the auditoria monitor.
11. Students who violate these auditoria regulations will be disciplined according to the Uniform Discipline Code.



BREAKFAST / LUNCH PROGRAM

Breakfast and lunch cost will be provided to students based on each lunch application. Students may purchase a la carte items. Proof of income must be provided with the lunch application for free or reduced breakfast and/or lunch. Snack items are available for purchase during lunch time.

**IT IS OF VITAL IMPORTANCE THAT PARENTS/GUARDIANS COMPLETE AND RETURN
BREAKFAST / LUNCH APPLICATIONS.**

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**

MEDICAL CONCERNS

THE SCHOOL NURSE

Students who feel ill in class should report to their teacher who will send them to the wellness center with a pass. Teachers may also avail themselves to the services of the wellness center if they become ill in school.

The health office administers first aid treatment to all pupils with acute illness or accidents, work permit examinations and some athletic examinations. Teachers may also refer students for vision and hearing examinations.

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

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 2015-2016 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

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

GRADES 7-12

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

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

STUDENT RECORDS

ATTENDANCE PROCEDURES

Each teacher is legally responsible for maintaining accurate attendance records for all of their students. Homeroom attendance records each student's official attendance for the day. Period attendance records the student's attendance for each class. Homeroom attendance must be entered in DASL. Period attendance must be recorded in Progress Book.

Homeroom attendance must be submitted at the end of homeroom. This is normally at 10:00 am. Period attendance must be entered by the end of the school day. Period attendance must also be updated by the teacher to reflect changes in absent status. For example, initially a student who misses class will be entered as an unexcused absence. When an excused absence slip is presented upon return to class, the period attendance for that day should be changed to reflect that.

Procedure for Entering **Homeroom attendance:**

- Log in to DASL
- Select ***“Teacher Menu”*** in the blue bar
- Click on ***“Daily Attendance:”***
- Select your homeroom from the drop down box
- The default for homeroom attendance is ***“Present.”*** If a student is absent, click ***“Absent”***
- When you are finished, click on ***“Submit.”***

Home » Teacher Menu » Daily Attendance

Daily Attendance by Classroom

From this screen, you can collect daily attendance information for a classroom or homeroom.

Date: 2/15/2005 Course Section: ANATOMY: Section 3 - RONALD CASTLE Go

Meal Plan: 1 Cafeteria (buying lunch): 2 No meal (bringing lunch): 1 Other Notes: MP:Font

Submit Attendance Cancel





Absence Type	Student Name	Student Number	Comments
<input type="radio"/> Present <input type="radio"/> Late <input checked="" type="radio"/> Absent	EYE, CORY ROBERT	00006001	
<input checked="" type="radio"/> Present <input type="radio"/> Late <input type="radio"/> Absent	FONT, MICHELLE LYNN	00006002	
<input checked="" type="radio"/> Present <input type="radio"/> Late <input type="radio"/> Absent	JONES, WHITNEY ANN	00006003	
<input checked="" type="radio"/> Present <input type="radio"/> Late <input type="radio"/> Absent	LINE, TROY AARON	00006004	
<input checked="" type="radio"/> Present <input type="radio"/> Late <input type="radio"/> Absent	MAY, DAISY LEE	00006005	

Even if all students are present, it is necessary to submit attendance for that information to be recorded.

After Homeroom attendance is submitted, all corrections should be sent to the attendance clerks for changes. An **Attendance Correction Form** can be found in the Documents section on DASL.

PROCEDURES FOR ENTERING PERIOD ATTENDANCE:

Log in to Progress Book and follow these instructions:

1. On the Period Attendance screen, select the appropriate class in the Class list if you entered from the Teacher Home Page. If you entered from the Class Dashboard, that class displays in the Class list.
2. Verify that today's date displays in the Date field. If it is not the correct date, click  or  to select the appropriate date.
 You can also click in the date field to select the appropriate date from the calendar.
3. Select the appropriate absence type in the Class Attendance list. Leaving the absence type blank indicates the student is present.
 The available absence type codes are set up by your district's ProgressBook system manager and may vary for each school.
4. Click **Save**.

The message, ***“Your changes have been saved.”*** displays at the top of the screen.

The absence types selected here also display on the Grade Book Grid, Progress tab on the Student Profile and Seating Chart screens and, if your school is using Parent Access, on the Progress Details tab.

THE ABSENCE CODES USED AT SHAW HIGH SCHOOL ARE LISTED BELOW:

A = Excused absence
U = Unexcused Absence
T = Excused Tardy
Z = Unexcused Tardy
E = Early Excusal
F= Field Trip
O = Out of school suspension
I = In school suspension
H = Home instruction

It is critical that you learn these codes and select the proper code. If a student is absent from your class, normally the absence would be recorded as “U,” unexcused absence. Once the student presents proper documentation, that code can be changed. Period attendance can be changed at any time as new information becomes available.

ATTENDANCE INFORMATION

When you are recording period attendance in Progress Book, if a student has any absence information from Homeroom attendance it will be displayed on the period attendance screen in Progress Book.

New Students and Withdrawn Students:

NEVER allow a student to remain in your class if her/she is not on your class list in Progress Book unless they have a schedule with the current day’s date on it. Progress Book updates at night and if a student has a schedule change that day, his/her name will not appear in Progress Book until the next day.

If a student is withdrawn from your class, a red **W** will appear beside their name on your class list in Progress Book. Students who are withdrawn should be hidden.

ATTENDANCE FOR FIELD TRIPS

- Teachers who are taking students on an approved field trip are responsible for the attendance of the students they are taking.
- Teachers must fill out a “Field Trip Attendance” form. All students who are attending the field trip must be listed, **along with their ID numbers**.
- The Date, Destination, Time of Departure and Return Time must be listed on the attendance form.
- The Field Trip Attendance Form must be completed and turned in to the Attendance Office **before any students leave the building**.

REMOVAL OF STUDENTS FROM CLASS

- Teachers are not to remove a student from another teacher’s class or keep a student from attending another class.
- Anytime a student or group of students must be kept out of class; the teacher should follow the same procedures as a field trip.
- If there is an assembly or other activity that involves removing a large group of students from class, in most circumstances the students will report to class first for attendance and then proceed to the assembly.

Teachers who have any questions regarding attendance procedures should check with the principal.

GRADE REPORTING PROCEDURES

GRADING POLICIES

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

TEACHER'S GRADING REQUIREMENTS

A statement outlining the teacher's grading requirements must be on file with the teacher's supervisor. This statement must also be presented in written form, to all students for whom the classroom teacher has instructional responsibility. Teachers must record grades for all assignments on Progress Book. Teachers must update Progress Book at least once weekly so that parents may monitor progress.

THE GRADING POLICY SHOULD INCLUDE THE FOLLOWING:

1. Grading procedures (*how is the grade determined?*) For example: quizzes, notebooks, class work, homework and tests.
2. Rules rewarding special areas (*See reminder below*). For example: make-up work, extra-credit work, late work, tutoring/extra help - plus, any additional areas the teacher wants to include.
3. The weight of the final exam in each semester (1/7th of the grade).
4. The amount of credit received for the course.

The Grading Policy should also include the following:

1. Classroom rules
 - 1) Required supplies
 - 2) Reminders:
- Students are to be given the opportunity to make up work when they return from suspension as well as from any other excused absence.
 - It is up to the student to request make-up work. However, the student should be made aware of the school's and the teacher's policies in this area.

Graded work must be returned to students. This is the student's work, not the teachers. Graded work must be returned within five school days. Major project grades must be given to the student within ten school days.

2. Minimum Grades

A minimum of two homework assignments must be made PER WEEK and graded in each class every week. One other grade, as a minimum, must be recorded in the teacher's grade book, on Progress Book. (Each teacher must have a minimum of two grades per week entered in his/her grade book).

3. Letter Grade Designations

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

- 1) A=90% to 100% of points possible
- 2) B=80% to 89% of points possible
- 3) C=70% to 79% of points possible
- 4) D=60% to 69% of points possible
- 5) F=0% to 59% of points possible
- 6) I=Incomplete

DETERMINING GRADES USING PERCENTAGES

To assure a uniform policy for determining students' grades in percentage form at Shaw High School, the following method is suggested:

Divide the total number of points possible into the number of points the student has. Carry division out to three (3) decimal places. If the digit in the third decimal place is 5 or more, drop it and add .01 to the remaining answer. If the digit in the third place is 4 or less, just drop this third digit. In either case, the result should be a two place decimal number. To change this number to a percent, move the decimal point 2 places to the right and add a percent sign (%).

Ex: IF A STUDENT HAS 326 POINTS OUT OF A POSSIBLE 420 POINTS:

$$.776 \text{ } .78 = 78\%$$

$$\begin{array}{r} 420 \quad \overline{) 326.00} \\ \underline{294.0} \\ 32.00 \\ \underline{29.40} \\ 2.600 \\ \underline{2.520} \\ 80 \end{array}$$

Ex: If a student has 324 points out a possible 420 points

$$.771 = .77 = 77\%$$

$$\begin{array}{r} 420 \quad \overline{) 324.000} \\ \underline{294.0} \\ 30.0 \\ \underline{29.40} \\ 600 \\ \underline{420} \\ 180 \end{array}$$

GRADE REPORTING PROCEDURES

Each school year consists of four terms. Marks are submitted at the conclusion of each term. Progress report grades will be submitted at approximately half way through the term.

All teachers are required to use Progress Book as their individual grade book beginning with the 2009-10 school year. Training will be provided at the beginning of the school year. A list of dates for submitting grades will be provided at the beginning of the year.

Marks will be submitted 8 times each year, at the conclusion of each term and in the middle of each term for progress report grades. Progress report grades should reflect the grade that the student has earned up until that point in the marking period.

GRADE REPORTING FOR BLOCK SCHEDULING:

Students receive credit at the end of each term (9 weeks). To calculate the grade including the semester exam, the calculation should be made as follows:

$$\frac{9 \text{ weeks grade} \times 6 + \text{Exam grade}}{7}$$

That is the mark that should be entered for the term grade for the class.

GRADE CHANGES

- It is expected that grade changes will only be used in unusual circumstances.
- Teachers must complete a grade change form that is available on the Documents section on the DASL home page.

INCOMPLETE GRADES

- Grade changes should be submitted within 2 weeks of the end of the marking period. If unusual circumstances do not permit this, a written explanation should be submitted to the principal.
- At the conclusion of a class, all grades should be final and all Incompletes should be cleared.

Instructions for entering grades using **Progress Book**

VERIFICATION OF GRADES

Each teacher is responsible for making sure that all grades are correct and properly entered. To verify your grades, log out of Progress Book. Log back in. Check all of your grades and be sure all students are listed. If you do not see the name of a student, that student may have been hidden accidentally. Return to the class roster. At the bottom of the page, click on "Update Roster." You will see a list of all students that have ever been on your class list. The box marked "**Hidden**" should only be checked for students who are withdrawn and should not receive a grade.

Grades for seniors and Potential Graduates

HONOR ROLL

To qualify students must receive:.....A 3.5 average with no F's or I's .

MERIT ROLL

To qualify a student must receive:A 3.0 average with no F's or I's.

All subjects are included in the rating except those that are graded S or U. A student with an incomplete grade becomes ineligible.

RECOMMENDATIONS FOR COLLEGE BOUND STUDENTS

Admission requirements for colleges and for different programs of study within the colleges vary considerably. A strong college preparation should include 15 to 16 units of credit among the following academic areas.

English.....	4 Credits	
Mathematics	3 or 4 Credits	<i>Including Algebra & Geometry</i>
Social Studies.....	3 Credits	
Laboratory Science	3 Credits	
Foreign Language	3 or 4 Credits	
Typing/Computer.....	1 Credit	

State universities in Ohio have established the following requirements for unconditional admission:

English.....	4 Credits
Math	3 Credits
Science.....	3 Credits
Social Studies	3 Credits
Foreign Language	3 Credits
Fine Arts	2 Credits

When making plans for college, students and their parents should consult the college catalogs for specific requirements. Counselors are available to assist and to advise the students and parents in planning for college. Current college catalogs and bulletins can be found in the library. Representatives from colleges visit Shaw throughout the year to meet with interested students. Contact your counselor for further information.

CLASS WITHDRAWAL PROCEDURES

Class withdrawals will be considered on an individual basis based on the recommendations of the small school counselors and small school principals. Generally, only those students whose schedule contains an error will be involved in the withdrawal from a class. Changes will only be made based on the recommendations of the counselor, assistant principal and principal when the change is made for sound educational reasons.

EAST CLEVELAND CITY SCHOOLS

Credit Flexibility Policy

Credit Flexibility is any alternative coursework, assessment or performance that demonstrates proficiency so that graduation credit can be awarded with approval of the school district. Approved credit awarded through this policy will be posted on the student's transcript and counted as required graduation credit in the related subject area or as an elective.

The District will communicate the aspects of the Credit Flexibility Policy to the community, teachers, students, and parents.

Application:

Any student may apply for credit to be awarded through Credit Flexibility. The student will submit an application on the Credit Flexibility Application form. All required information and documentation must be submitted with the application. A library of accepted courses will be maintained to assist with the application process.

Review of Application:

The application will be reviewed by the Flexible Credit Committee. Upon approval of a completed application, the student will proceed with the learning activity.

Awarding credit:

The student will be eligible to receive credit upon satisfactory completion of the alternative coursework, activity, assessment and/or performance as outlined in the approved Credit Flexibility Application. The following standards and guidelines apply to credit awards:

- The total number of credits that may be awarded through the Credit Flexibility Option is not limited.
- The credit may count towards a related course requirement for graduation as approved by the Flexible Credit Committee. Credit may count toward required subject areas or a related elective.
- The student may be awarded a single Carnegie Unit for 120 hours or equivalency for activities approved by the Flexible Credit Committee. The Flexible Credit Committee may also award a Carnegie Unit for intensive activities/experiences in the amount based upon the equivalence to a 120 hour course.
- The Flexible Credit Committee may award a Carnegie Unit or partial unit for any assessment that demonstrates achievement beyond a related course offered in the District.
- A student may be awarded a Carnegie Unit or equivalent fraction of a Carnegie Unit for credit that substitutes for required courses. The credit shall be equivalent to the course credit offered at the school provided that the student demonstrates proficiency through assessment, performance and/or work product as required by the Flexible Credit Committee.

- Credit may be earned simultaneously for: 1) secondary and post secondary credit; (PSEO) 2) academic and career technical experiences, or 3) more than one academic content/course area.
- As approved, credit may be earned from other districts and other educational providers (including on-line providers).
- If a student transfers from another district and the student has not completed an approved flexible credit from the former district, the Flexible Credit Committee shall consider this a new application for credit. The Flexible Credit Committee may consider partial credit for partial completion.
- Credits completed in another district before transferring to East Cleveland City Schools shall count toward graduation as awarded by the former district. The Flexible Credit Committee may review the transfer credit to determine substitution for specific courses or adequacy as a pre-requisite course.
- OHSA and NCAA policies that guide student eligibility for athletics should be consulted by the student making a request for flexible credit.

Appeal Process:

The Superintendent or designee will develop a process for hearing appeals of rejected proposals and/or rejected credits.

Determining Grades:

All credit Flexibility course credit options are subject to the letter grade scale established by the East Cleveland City School District.

Reporting Procedures:

The Superintendent will establish a review process and submit data to the state and appropriate entities.

ACCIDENTS

In case of an accident, please communicate with the nurse immediately or with personnel in the appropriate small school office if the nurse cannot be located. All possible assistance will be brought as quickly as possible.

A written record of all accidents noted by the teacher or reported to the teacher by the student must be kept. Our school insurance plan requires a written record of all accidents to be on file in the principal's office. Make a copy for yourself, regardless if you have reported it or sent the student to the nurse. This is very important. Many seemingly minor injuries may require medical attention hours or days later.

The regular first aid cabinets are in the following rooms and are available in case of illness or accident.

- a. Chemistry Laboratories
- b. Gymnasium
- c. Main Office

The office of the school nurse is located on the fifth (5th) floor.

ANNOUNCEMENTS

Teachers who wish to have PA announcements made can secure the proper form from the main office. This form should be typed and returned to the main office on the morning that the announcement is to be made. **After the morning PA announcements, no PA announcement will be made except by the principal or an authorized representative.**

ARRANGING USE OF FACILITIES

Teachers and sponsors of Shaw activity groups may book Heritage for class parties, classes, receptions, meetings, etc. A calendar and schedule of all events is maintained. Teachers and sponsors wishing the use of Shaw should present their request to Mrs. Brown y filling out a request for activity form.

ASSEMBLY PROCEDURES

REQUEST PERMISSION FOR AN ASSEMBLY AT LEAST TWO WEEKS IN ADVANCE

1. Secure approval of the Principal.
2. Submit request form to the Principal for date to be put on calendar.
3. Contact appropriate personnel regarding A-V equipment and/or specific stage arrangement.
4. Notify teachers who will be invited.
5. Notify administrators who will be requested to assist:
6. Specific assignments should be given. These should include assigning at least one person to each entrance to make sure that classes are escorted and that no uninvited students or classes enter.
7. The coordinator of the assembly must make supervision arrangements.

AT LEAST ONE WEEK IN ADVANCE

1. Send seating chart and specific instructions to those teachers who have been invited
 - a. This memo must be cleared through the administrative coordinator.
 - b. Classes should be told which door to use to enter the auditorium.
 - c. There must be a staff member supervising each class or a maximum number of thirty (30) students.
 - d. The staff member must be seated with the students.
 - e. The staff member must assume responsibility for the students in his/her assigned section.
2. Send specific assignments to those administrators who will be assisting.

THE ASSEMBLY

1. Arrangements and expectations should be such that students arrive and are seated within ten minutes.
2. Tickets for students are suggested. The tickets would be collected at the door.
3. A written assembly program, including a time interval, must be submitted to the Principal 48 hours before the assembly.
4. Assembled programs will begin and end on time. Assemblies must be dismissed at the end of the period for which they are scheduled and not be allowed to run over into the next period.

ATHLETIC ELIGIBILITY

Shaw High School is a member of the Ohio High School Athletic Association and the Lake Erie League and is bound by their rules and regulations.

The principal is responsible for seeing that all rules are enforced. This is done through the Athletic Director and the Faculty Manager.

In order to be eligible, a student in grades 9, 10, 11, or 12 must be currently enrolled and have received passing grades in a minimum of 5 one-credit courses, or the equivalent, in the immediately preceding grading period. He/she must have earned a minimum of a 2.0 GPA during the previous marking period. A student enrolled in the first grading period after advancement from the eighth grade must have passed 75% of those subjects carried the preceding grading period that met five days per week or its equivalent.

Summer school grades may not be used to substitute for failing grades from the last grading period of the regular school year.

ATTENDANCE PROCEDURES FOR STUDENTS

ABSENCE FROM SCHOOL

1. **Any student absent from school must re-enter through the small school office.** Parents are expected to call the school either prior to or on the day of any student's absence.
2. Students who are returning from an absence must present a note from their parent or guardian explaining the reason for their absence. Notes must contain the student's full name, homeroom, and home telephone number. This note and parent contact by phone will permit the student to receive an excused absence slip, if the reason is valid.
3. Students who have been absent must report to their small school office to check in. If the student does not pick up his/her absence slip he/she must be sent to the small school office-- with a pink pass.

UNEXCUSED ABSENCE

1. Any student whose parent or guardian did not call and who does not present a note indicating the reason for absence will be considered as having been truant for the days of absence and will receive an unexcused absence slip.
2. Excessive truancy will result in referral to the Pupil Personnel Department, Juvenile Authorities, and/or the Bureau of Motor Vehicles.
3. Such students are not permitted to make-up any work missed during this absence.

➤ Tardy to Class

1. All tardy students **MUST** be admitted to class. The teacher must take some corrective action prior to referring the student to the office. (*Conference, parent contact, [please provide documentation – date, time] detentions, denial of class privileges*).
2. Each time a student accumulates three tardies, he/she **must be** referred to the small school office. This includes both tardiness to class and tardiness to homeroom. Teachers must adhere to the Shaw Student Handbook when referring students to the office.

EARLY DISMISSAL

Students requesting an early dismissal should report to the attendance office before first period.

ATTENDANCE OF TEACHERS

ALL TEACHERS ARE REQUIRED TO BE IN THE BUILDING BY 7:50 A.M. If the teacher finds that an emergency causes tardiness or absence from first period class, supervisor is to be notified immediately. Teachers are to remain in the building at least until 3:35 p.m. daily.

Upon arrival, teachers sign in at the small school office each morning. Any teacher who leaves the building during the regular teachers' working day must request permission to leave as stated in your building procedures. Reasons for leaving the building fall into the following categories: sick leave, personal leave, professional leave (*with prior approval of the Superintendent*) and school business.

When leaving the building, teachers shall provide the following information: destination, reason (sick leave, personal leave, school business), estimated time of return (if returning), time of departure and time of return. To conduct school business outside the district, approval must be obtained from the small school principal. Please sign out in your small school office.

Teachers may leave the building during their designated lunch period following established building procedures and providing they return in time so as not to conflict with any of their responsibilities.

PERSONAL LEAVE

Personal Leave is designed to cover legitimate reasons for absence which are not covered by the sick leave policy. It is non-cumulative and should not be charged to sick leave. Personal leave with pay is limited to three (3) days per school year. Employees who do not use all three (3) personal days by June 30 of the school year shall receive one (1) day of sick leave for each personal day not used.

LEAVE SHALL INCLUDE BUT NOT BE LIMITED TO THE FOLLOWING:

- Incident involving damage to family property.
- Court appearance as litigant or witness.
- Observance of religious holidays where total abstinence from work is required.
- Attendance at graduation exercises for employee, spouse, children or other member of the immediate family for graduation from high school or higher institution.
- Funerals outside the immediate family.
- Personal business which cannot be attended to outside of working hours.
- For the wedding of the employee or if the employee is a members of the wedding party or a member of the immediate family of the bride or groom.

TEACHER ASSAULT

- In case you are the victim of an assault, either directed at you or at another, you must take the following steps:
- See the nurse and report any injuries and complete an accident form at that time.
- Write a referral (*Be specific*).
- Complete an assault form (within 24 hours) and notify the proper association (OAPSE, ECEA).
- Confer with the principal as soon as possible. You may have an Association representative present.

****** If an assault form is not completed, there may be difficulty in obtaining assault leave and the incident may not be treated as an assault by administration.**

SICK LEAVE

- A. Sick leave shall be earned at the rate of one and one-quarter (1-1/4) workdays with pay for each completed month of service, in accordance with the provisions of Section 143.29, Ohio Revised Code. In any school year, a full-time, certificated employee shall be considered as providing twelve (12) months of service. Sick Leave forms (*see appendix*) are to be completed immediately upon returning to work.
- B. Abuse of sick leave may be considered just cause for dismissal from service.
- C. Failure to report absence prior to 7 a.m. may be deemed an unexcused absence and may result in a loss of pay for the day(s). Repeated absences without notification prior to 7 a.m. may result in disciplinary action to the extent of dismissal. The school district shall be responsible for providing a telephone answering service (**Code-A-Phone**) 268-6583 so that an employee can, on the date of absence, call in notice of absence prior to 7 A.M.

BULLETIN BOARD AND POSTER POLICY

The following policies regarding bulletin boards and posters should result in more effective publicity for all events, clubs and groups and in the improved appearance of our halls.

- 1. Posters may be put only in these locations
 - a. The approved walls in the Auditoria
 - b. The wall across from the main office — not on the windows of the office.This means that no posters should be taped to the walls, doors, or windows in any building or on any floor.
- 2. Posters must meet these requirements:
 - a. The words Shaw High School must be incorporated into the poster.
 - b. Each poster must be at least 11" x 14" in size.
 - c. Signs must be approved in the small school office before posting. They will be expected to meet reasonable standards of neatness, spelling, and grammar.
 - d. Posters must be removed from all bulletin boards before the end of the school day immediately following the publicized activity.
- 3. No posters or other materials are to be placed on windows or walls in the classroom. Bulletin board space is to be used only.

With your cooperation and the assistance of club and activity sponsors, these changes should help our students develop more responsibility and pride in their organizations and, at the same time, improve the appearance of the school.

DISCIPLINARY REFERRALS

Teachers are to use the official disciplinary referral form when referring students to the small school office. Students are not to be admitted to class prior to the receipt of a disposition from the small school office. Previous parent contact must be noted.

DISMISSAL AT THE END OF THE SCHOOL DAY

Students who are not attending after school related activities are to leave the building by 3:00 p.m. Students attending after-school activities are to take their belongings with them so as not to require traffic in the halls after 4 p.m.

All teachers have been provided an East Cleveland email account. Your username is: first_initial_lastname@east-cleveland.k12.oh.us (no space after initial). Teachers may access their mail through the East Cleveland web site at www.east-cleveland.k12.oh.us

All teachers are required to check their email daily. Contact the Technology Department if you need a new password if you have difficulty accessing you mail.

FIELD TRIPS

All field trips are to be cleared through the small school principal. Completed forms must be in the principal's office one month in advance of the date of the field trip. Field trip request forms are available in the principal's offices. **No field trip will be approved during the last two weeks of either semester or during OGT testing.**

FIELD TRIP FORMS PROCEDURE

MEDICAL AUTHORIZATION

1. Parents for each student who will be going on field trip(s) with a particular teacher should fill out a field trip form.
2. The teacher must take a copy of the forms on each trip. State law requires this.

PERMISSION SLIPS

1. Permission slips must be signed by classroom teachers and completed by parents for each trip taken.
2. Students should have teachers sign permission slips during regular class time.
3. Completed permission slips are to be taken by the teacher on the field trip. A list of students going on the trip must be sent to the principal's office before departing for the field trip.

TRANSPORTATION

Advance planning is a prerequisite to a successful trip. Specific dates are provided on which buses are available for Shaw. Trips requested during these weeks have the greatest likelihood of receiving a district bus for use. The earliest a.m. pick up time for a district bus is 9:15 a.m. The bus must leave the trip site in enough time to return to Shaw by 2:15 p.m.

EXTENDED TRAVEL GUIDELINES

An extended travel field trip is defined as any field trip that will go beyond the boundaries of Cuyahoga County and/or involves an overnight experience. These types of trips require the approval of the East Cleveland Board of Education. Application and financial arrangements must be submitted to the principal one-month prior to the trip. This is necessary because the principal must submit the application to the superintendent two weeks prior to the board meeting preceding the trip. No extended field trips will be approved unless all financial arrangements have been completed. Extended Travel forms are available in the principal's office (See appendix).

EXCUSING STUDENTS FROM CLASS

On any occasion when more than ten students will be excused from class for field trips, meetings, rehearsals and similar activities, the faculty should receive written notice from the person responsible at least one week in advance i.e. five schooldays.

Copies of the list of those students to be excused must be put in the teacher's mailbox (es) five school days prior to the event. Include the time span of the activity. Assemblies are included in this procedure. Notice of assemblies must be put into teachers' mailboxes five school days prior to the assembly. Please adhere to this in planning all future events.

HOMEROOM

The homeroom teacher is expected to maintain up-to-date attendance records for his or her homeroom. Announcements will be read during this time. Teachers are expected to maintain quiet in their homeroom to enable all students to hear the announcements.

KEYS

Teachers are asked to be very careful in securing all school keys. Keys are not to be made available to students or unauthorized personnel. Teachers are financially liable for replacement of keys, and/or the cost of having the locks changed.

DANCES

Dances are for Shaw High School students only upon presentation of an ID card. No guests are permitted. At Shaw High School students take pride in their dress and behavior at their dances.

EAST CLEVELAND CITY SCHOOLS FUND RAISING ACTIVITIES

FUND RAISING POLICY

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

APPROVAL REQUIRED:

Only approved fund raising activities may be scheduled.

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

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

Less Returns: _____ @ \$ _____ \$ _____

Total to Be Accounted _____ @ \$ _____ \$ _____

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

(Explain on Reverse Side)

Sponsor(s) Signature _____ Date _____

Building Administrator _____ Date _____

Treasurer _____ Date _____

SALES PROJECT POTENTIAL VS. ACTUAL

The Sales Project Potential is a form designed to account for the income (*actual and projected*) from sales projects conducted by student activity programs.

The purpose is to provide information to sponsors and administrators of the various projects and whether they are functioning in accordance with adopted board policies.

Organization _____

Purpose of Sales Project _____

Company and Address _____

Representative _____

Quantity to be ordered _____

Cost per unit _____

Proposed Sale Price Per Unit _____

Requested by _____ Approved By _____

Sponsor Signature

Principal or Bldg. Administrator: Date

Date

Chief Executive Officer

This section to be completed when project is completed.

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

Sponsor Signature

Principal or Building Administrator: Date

Date

Superintendent

ATTENTION ECEA MEMBERS,

THE FOLLOWING NEW LANGUAGE REGARDING LESSON PLANS WILL BE IN EFFECT BEGINNING WITH THE 2005-2006 SCHOOL YEAR. AS PER NEW CONTRACT LANGUAGE, THE OPPORTUNITY TO REOPEN TALKS MUST OCCUR BY APRIL 15, 2005 OR THIS LANGUAGE REMAINS IN EFFECT.

Lesson Plan Committee Spring 2005 Shaw High School

The following changes to the language concerning lesson plan procedures at Shaw which appear in the Teacher's Handbook as Lesson Plan Components have been agreed upon by the members of the 2005 Lesson Plan Committee which consisted of teachers and administrators:

1. Lesson plans are generated for the teacher's use/ to meet the teacher's needs.
2. Teachers have a choice of preparing **traditional lesson plans** or **providing concrete evidence of planning**.
3. Traditional lesson plans:
 - A variety of forms are available, although no one form is required.
 - An acceptable format would include the main components of a lesson – objectives, activities or procedures, materials, the assignment (class and /or homework) and evaluation {Refer to the listing of components at the end of this document}
 - Where the State of Ohio Standards for Content Areas are available, they must be incorporated in the lesson plan. Notation of the topic, and standard (as numbered) is sufficient.
 - *Lesson plans that are from textbook companies and other sources (State Certification Courses, Internet sites, etc.) are acceptable if they contain the main lesson plan components mentioned above. Missing components may be added.*
 - A set of plans for the week must be written (printed out) on paper no smaller than 8 1/2" X 11".
4. Concrete Evidence of Planning:

Is defined as **materials that show how students will be directed in a lesson**. Examples include but are not limited to outlines, study guides, prepared questions that require short answer or extended responses, PowerPoint presentations, materials to be used for the lesson, etc. The Ohio State Standard being addressed must be identified in a visible format. Examples: an attached list, key words on board, highlighted list, visible markers on standards chart, etc.
5. It is recognized that teachers may need to revise plans as needed as a lesson/ unit progresses.

6. Availability of plans: Traditional lesson plans or concrete evidence of planning for a week should be available for review in the classroom. Space, security, and practicality may make having multiple days of materials in sight an impossible task. When the materials are those other than paper, or of a great quantity; a day's supply on hand is sufficient.
7. Procedures:
 - Lesson Plans are to be immediately available upon request in the classroom.
 - Plans will be checked in the main classroom periodically by the supervisors.
 - If the plans are not available upon request, the plans for the week must be turned in by 3:35 p.m. the next day.
8. Emergency Situations:
 - a. Whenever, teachers are absent an activity or lesson that fits the overall curriculum for the class shall be provided. ***Note: Plans for subs may consist of materials with sufficient directions.***

The activity/ lesson:

 - should be user friendly for those without expertise in that area.
 - should be appropriate for the students
 - should be reinforcing.
 - should have the students produce something
 - should have some point value attached as an incentive for students to complete
 - b. As much as possible, teachers should prepare ahead of time:
 - Directions for the activity should be included.
 - Class sets or individual copies of handouts should be provided.
 - c. Providing materials for three days of absence is required, however five days are recommended.
 - Emergency Plans must be revisited and updated to remain relevant during the school year. Stocks must also be replenished. Periodic checks may occur by the administrator after multiple absences have occurred.
 - d. Location of plans: At the beginning of the school year teachers will designate a set location where Emergency Plans are kept in the classroom and will notify the supervisor in writing on the form provided.
 - e. At the discretion of administrators, Staff Development/Staff Meeting time may be used to review appropriate types of Emergency assignments. The sharing of materials that can be used to create Emergency Plans will be encouraged across subject areas.

LESSON PLAN COMPONENTS (ADOPTED 1991-1992)

All Lesson plans must be derived from the course of study and must include the following components.

1. Objectives: written in terms of student behavior and including the subject content (What will the students be able to do as a result of this lesson?) It will not be necessary to use the “college style” of presenting behavioral objectives.
2. Activities: a variety of appropriate procedures are to be used to implement the planned lesson (What will the students do to learn? What will the teacher do to assist the students to learn? How will the day’s learning be evaluated?)
3. Homework Assignment: that which is done outside the class to develop the lesson (a minimum of two homework assignments per week)
4. Materials: what is necessary to implement the lesson. Materials should be included in the activities and homework assignment sections. You need not to write “chalk, pencil, and paper; instead, “Text pages 92-96” or “overhead projector” are the types of notations that should be made. There does not need to be a separate section for materials.

In addition, lesson plans must provide continuity, adhere to the Ohio State Standards, and be implemented in class.

The Lesson Plan Committee reached agreement on this language on April 7, 2005.

Carmen Bryson

Claudia M. Bolden

Pat Keenan

Sandra A. Brown

Joyce McAlpine

Sabrina Michelle Crawford

Shaw High School Library

Basic Information for Students

Hours: 8:00 a.m.-3:30 p.m.

Library Staff: Dr. Mary Ann Harris

Mission: The school library is an integral part of the educational process, affirms the mission of the school, and provides information, resources, and instruction to support the school curriculum. We want to help you become critical readers and thinkers and lifelong learners and library users!

Library Rules and Procedures:

- Follow all school rules in the library, including those pertaining to dress code and IDs.
- Eat or drink in the cafeteria, not the library.
- Use the library and its resources for educational purposes.
- Behave in a respectful and responsible manner.
- During the school day, use the library with your class or come to the library on a pass from your teacher.
- When coming to the library on a pass, sign in and leave your pass at the circulation desk. Your pass will be initialed by a library staff member and returned to your teacher. This pass and your signature on the sign-in sheet are two ways to verify your attendance in the library.
- If you are to return to class, make sure your teacher has written “return” on the pass.
- If you are with your class, you do not have to sign in. Your teacher will be responsible for your attendance.
- You may use the library during lunch if there is room and you have a pass from a teacher or administrator who knows you will work responsibly on your own. (Make sure that whoever issues the pass knows it is your lunch period.)
- Remember that classes always have priority. There are times when we do not have room for students on passes.
- You do not need a pass to use the library before and after the regular bell schedule, but do make sure you sign in.
- You may borrow up to five books (except for reference books) for two weeks. You may renew your books if you need more time.
- Shaw Library has no fines, but if you lose a book, you must pay for it. Records are kept from year to year so you must be clear before you can graduate or transfer.
- Check your library record each year to make sure you do not have any library materials overdue.
- Use computers for educational purposes. No games. You will lose your computer privileges if you are caught playing!
- Remember that classes have priority on the computers.
- Limit your printing. Take notes whenever possible.
- Don’t forget to ask the library staff for help if you can’t find what you need.

The staff of Shaw Library welcomes the opportunity to serve you and invite each of you to use our facilities and resources frequently and to the fullest. Our library is a member of INFOhio, a statewide cooperative school library network that links us with approximately 475 other buildings across the state of Ohio.

HOURS

8:15 A.M. — 2:50 P.M.

LIBRARY RULES AND PROCEDURES

- Students are to follow all school rules, including those pertaining to dress code and Ids.
- Students are to use the library, its resources, and its computers for educational purposes and are to behave in respectful and responsible manner.
- Students may use the library during the school day with classes or on a pass issued by the teacher whose class the students is in, as space permits.
- Students are to give their library passes to the library staff member at the desk.
- Students must stay in the library until the end of the period unless their teacher has given them permission to return to class or go elsewhere. Such permission is to be noted on the pass.

LIBRARY MATERIALS

Shaw Library contains a well-balanced collection of books, magazines, and audiovisual materials selected primarily to support the curriculum of the school and class assignments students are given. Materials are selected on the basis of recommendations by faculty, students, and professional reviewers and publications in accordance with the Board-approved Library Media Center Materials Selection Policy.

CIRCULATION OF LIBRARY MATERIALS

Students may borrow library books and magazines, but not reference books or audiovisual materials. Materials circulate for a two-week period and may be renewed. Shaw Library charges no fines, but students do have to pay for any materials they have borrowed and not returned. Students must clear with the library before they transfer or graduate from Shaw High School. Students should check their records each year to make sure they have no obligations.

LIBRARY INSTRUCTION

The librarian teaches students how to use the library resources, locate information, and hone their information literacy skills through class and individual instruction. Please feel free to ask the librarian for help when trying to use the library, locate information, or simply find a good book to read.

LUNCH PERIODS

During the school day, the student should go immediately to his/her locker and/or restroom during the allowed passing time between periods. Therefore, the halls and restrooms, other than in the cafeteria area, should be free of students during the lunch periods.

Shaw High School has closed lunch periods. At no time are students permitted to leave the grounds without authorized permission from school officials.

Students are not to purchase or carry food from the cafeteria to any adult.

No loitering will be tolerated other than in designated areas, not even on the sidewalk or adjacent streets.

LOST AND FOUND

All found articles should be turned in to the main office.

MAILBOXES

Teachers must empty their mailbox upon arrival each morning, at least once during the school day and before leaving the building to see if anything has been placed in that requires your immediate attention. Please do not make the office mail box a storage locker. Students are not permitted to place material into a teacher's box nor should they remove anything from the mailbox.

PARENT-TEACHER CONFERENCES

When parents call the school for an appointment with a teacher, the teacher will return the call and schedule the appointment with the parent. If conflicts in appointment time occur the small school principal will attempt to arrange a time suitable to both the parent and teacher. Whenever possible, teachers will be notified at least three days in advance of the scheduled appointment. Should parents arrive at your classroom during class time without an appointment for a conference, they should be directed to the security office.

No more challenging task faces the teacher than that of appraising the achievement of students and reporting their progress to parents. This difficult task can be accomplished most reliably if the teacher makes the standards known when the class begins, makes judgments as fairly as possible, and assigns frequent samples of the student's work so that the average attained will truly represent the student's achievement.

It is most important that parents be received courteously and be given an honest appraisal and explanation of their child's performance.

PARKING

Please use only the marked spaces in the parking lot. To minimize accidents, please use extreme care when entering and leaving the school grounds.

PASSES

After 8:35 a.m. (*excluding passing times*) students are not to be in the hallways without an official pass. Passes are issued by teachers and the office staff only. Only administrative offices are permitted to use permanent passes. Students are to be excused only when attending to official business or to an emergency. The pink pass should contain the student's *Name, Date, Time* and *Destination*.

RESPONSIBILITIES OF THE CLASSROOM TEACHER

Any staff member leaving an assigned area for an extended period of time (*one class period or more*) must acknowledge the following stipulations:

1. Teachers have total liability for students assigned to them; consequently, no student should be left unsupervised at any time.
2. Teachers are not to send students to the cafeteria, to their cars, or off campus to purchase or acquire things for the teacher.
3. Teachers need to remove abnormal paper and debris from the desks, counters and the floor.
4. Teachers need to arrange furniture in a neat and orderly manner.
5. Teachers need to close all windows, turn off lights, and lock the door.
6. Teachers need to submit all damage or maintenance requests to the Administrative Coordinator.
7. Teachers are responsible for the security of their personal items.

SCHOOL EVENTS

1. Security for evening events must be obtained and paid for as necessary by the sponsoring organization.
2. If the activity is a fund-raiser, the organization is responsible for all expenses incurred.
3. Procedures established for holding an assembly must be followed:
 - ❖ Proper notification of faculty
 - ❖ Seating arrangement specified to participants
 - ❖ Notice to custodians for cleaning and special arrangements
 - ❖ Notice to Librarian for A-V equipment and/or microphones
 - ❖ Tickets are suggested.
4. Sponsors are to notify appropriate personnel if the event is canceled.
 - ❖ Principal
 - ❖ Administrator on duty for extra-curricular events
 - ❖ Specialist or Supervisor

SERVICES

HEALTH SERVICES

The goal of the Health Services Program is to maintain and improve the health of students through a program including health appraisals, physical examinations, control of contagion, first aid and education. First aid and emergency care for injuries are provided during the school day. The student and his parent must assume responsibility for treatment beyond first aid. Injuries occurring off school property should be handled by private service.

EMERGENCY SITUATIONS

In any emergency situation, a student should contact the nearest adult. In the case of a medical emergency when the nurse and /or her assistant is not in the office, students should report to the nearest small school office, teacher or staff member for assistance. Students must have a pass to see the nurse unless there is an extreme emergency.

GUIDANCE COUNSELOR

Each student is assigned a counselor by small school. A student needs to make an appointment to receive assistance.

PSYCHOLOGIST

Services of a certified psychologist are available upon student, parent, and/or staff request.

SPEECH THERAPIST

Any student, parent or staff member may request special services from the school therapist.

IMMUNIZATION

Parents are required to present a record of their children's immunizations when enrolling in school. Students are not permitted to remain in school more than fourteen days if they have not received their immunizations.

Students may be excluded from school if they fail to get their immunizations.

CHEMICAL DEPENDENCE PROGRAM

The Chemical Dependence Program at Shaw High School is designed to assist students in resolving problems related to drug abuse/use. Assistance is generally given by referring students to our Guidance Department.

Students can be referred by a classroom teacher, counselor, administrator, parent or any concerned staff member. Students can also self-refer.

SPECIAL EDUCATION PROGRAMS AND SERVICES

The Adjusted Learning Program at Shaw High School meets the needs of its students. The goal of the program is to assist each student in developing to his/her fullest potential academically, vocationally and socially. Emphasis is placed upon individualized instruction and the acquisition of work related skills.

Students who have mastered basic skills may be mainstreamed into regular courses. However, special support services will be provided by the Special Education Department.

SIGN-OUT PROCEDURE

All teachers are expected to complete a sign out procedure at the end of the year. Each staff member will receive a list of items that must be completed before leaving school at the end of the year. Information on sign-out will be distributed a minimum of two weeks prior to the end of the school year.

STAFF MEETINGS

Teachers are expected to attend all staff meetings as per the Master Agreement. A list of scheduled meeting is included in the Organization and Dates section of this manual.

TEACHER ORGANIZATIONS

The East Cleveland Education Association is a teacher-representative organization where members of the faculty may join and participate in its activities. Also, teachers will have an opportunity to join state and national educational associations at the beginning of the school year. In addition, a Parent-Teacher-Student organization is available for interested teachers.

TELEPHONES

Your help in observing the following procedures will facilitate home service:

1. Any school in the East Cleveland System may be reached from Shaw by dialing the proper extension.
2. For calls going outside the system, dial "9" first, then dial the number you want after receiving the dial tone.
3. Long distance calls for personal business are not to be made from a school telephone. If you feel the necessity that school business requires a long distance call, dial "0" for the district operator.

TEXTBOOK PROCEDURES

Book Labels

- A. All books will be stickered by inventory control. Book numbers will be placed on side and bottom pages as well as on the label.
- B. The teacher is responsible for making sure that the student completes the book label inside the cover of the book immediately upon issuing the textbook to the student.
 1. Student name
 2. Student I.D.
 3. Teacher name
 4. Date
- C. All items on the label must be completed **IN INK** when books are issued.

Textbook Administration / Collection

1. When issuing textbooks, the student is to be issued a textbook **by code number**.
2. The teacher completes a book receipt card for each book issued to the student. Teachers will see that the condition of the book issued is indicated on each book receipt.
3. Students exchange their textbooks for the signed receipts held by the classroom teacher at the end of the semester or withdrawal from class.
4. All textbooks are to have durable covers.

Lost Books

Each teacher should:

1. Complete a lost book form. The **white copy** is submitted to the Main Office.
2. **Yellow Copy** to Inventory Control and **pink copy** to the teacher.
3. Issue a new book. Complete a new book card. Indicate “loss” on original book card.
4. Inform student of money due and the procedure for paying fines in the main office.
5. Lost books should be paid for in the main office. The student will be given receipt, which should then be taken to the teacher. The teacher will indicate “paid” on the book card. The student should keep the receipt.
 - a) A letter will be sent home from inventory control to the parents, informing them of the amount due for the book(s).
 - b) When a book is to be reissued without charge (*example: locker fire*), the small school principal will send a written request to the teacher. This note should be stapled to the original book card.

Fees

All fees are to be handled in the following manner:

1. All book fine fees will be paid to the Main Office Clerk.
2. The library will handle book fines similar to the vocational accounts by turning monies in directly to the school treasurer.
3. Copies of the receipt for fee payment will go to the student; curriculum specialist and one copy will remain in the Main Office.

Fine List

Back broken.....	\$5.00
Writing on edge.....	1.00
Pages torn out.....	1.00
<i>(Five pages or less)</i>	
Water damage.....	5.00
Torn pages.....	2.00
<i>(Irreparable)</i>	
Cover bent or dog-eared.....	3.00
Writing in book	50 to \$ 3.00

1. Fines should not equal or exceed cost of book for any one student.
2. When damage to book renders it unusable, (*i.e., missing cover, many missing pages – more than five*), writing that obliterates printed material, answers written in the book, severe water or smoke damage, the student should be fined the replacement cost of the book.
3. When fines are levied, they should be recorded in ink inside the front cover, along with the date and teacher's initials. (This will help insure that future students will not be fined for the same damage.)
4. This fine list applies to texts, which have been issued to students. Classroom sets are not included.

TOSHIBA MACHINES

Toshiba Machines for Teacher Use

The copy machine in the library is for teacher use. There are also copy machines for each small school.

If you have large amounts of materials to be photocopied, you may send it through inner school mail to Reginald Chatmon in the Communications Department.

Appendix

EAST CLEVELAND CITY SCHOOLS

COMPUTER NETWORK / INTERNET

USER AGREEMENT AND PARENT CONSENT FORM

In consideration for the privilege of using the East Cleveland City Schools technology and telecommunication resources, and in consideration for having access to the information contained on computer networks, I hereby release the East Cleveland City Schools, its computer networks, and their operators and administration from any and all claims of any nature arising from my use, or inability to use the East Cleveland City Schools network and telecommunication resources.

USER:

I understand and will abide by the terms and conditions for use of technology and telecommunications resources and the Internet. I further understand that a violation of the guidelines and regulations outlined is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and disciplinary and/or appropriate legal action may be taken.

Printed user name: _____

Date of Birth _____ Grade _____ School _____

User Signature _____ Date ____/____/____

If the user is under the age of 18, the following signature is also required.

PARENT/GUARDIAN

As the parent or guardian of the above student, I have read the terms and conditions for use of technology and telecommunications resources. I understand this access is designed for educational purposes and will hold harmless the East Cleveland City Schools for materials acquired by the above student from the network. I understand that some materials on the Internet may be objectionable; therefore I agree to accept responsibility for guiding the above child, and conveying to him/her appropriate standards for selecting, sharing, and/or exploring information and media. Further, I accept full responsibility for supervision of the student if and when usage is not within a school setting. I have read and understand the Computer Network / Internet Access User Agreement and Parent Consent Form.

_____ I hereby give permission for my child to access the computer network and Internet.

_____ I do not grant permission for my child to access the computer network and Internet.

Printed parent/guardian name: _____

Date of Birth _____ Grade _____ School _____

User Signature _____ Date ____/____/____

Street Address _____

Home Telephone _____ Daytime Telephone _____

I certify that everything on this form is correct.

RETURN THIS FORM TO YOUR CHILD'S SCHOOL LIBRARIAN.

STAFF MEMBER ABSENCE REPORT

Date_____

Staff Member _____ School_____

Date(s) of Absence _____ Grade Taught _____

No. of Days absent _____ Subject Taught _____

REASON FOR ABSENCE

_____A. Sick Leave (If Sick leave, please check specific reason)

- | | |
|---------------------------|-------------------------------------|
| _____1. Personal Illness | _____4. Doctor / Dental Appointment |
| _____2. Illness in Family | _____5. Other (Specify) |
| _____3. Death in Family | |

(IF ILL & ATTENDED BY A PHYSICIAN, PLEASE LIST PHYSICIAN'S NAME AND ADDRESS)

(Physician's Name)

(Address)

_____B. Personal Leave (*If Personal leave, please check specific reasons*)

- | | |
|------------------------------|----------------------------------|
| _____1. Damage to Property | _____5. Funeral Outside Family |
| _____2. Court Appearance | _____6. Personal Business |
| _____3. Religious Observance | _____7. Wedding |
| _____4. Graduation Exercises | _____8. Other (<i>Specify</i>) |

_____C. Professional Leave (*Board Approval*)

_____D. School Business (*Principal / Supervisor Approval*)

_____E. Jury Duty

_____F. Assault Leave

I HEREBY CERTIFY THAT THE ABSENCE WAS FOR THE REASON INDICATED ABOVE.

(Signature of Staff Member)

(Date)

(Signature of Principal / Supervisor)

(Date)

(Signature of Personnel Director)

East Cleveland City School District

INCIDENT REPORTING FORM

DATE OF INCIDENT _____ TIME _____

SCHOOL/ BUILDING AND/OR DEPARTMENT _____

LOCATION (*Give exact location*): _____

REPORTED BY: _____

DESCRIPTION OF THE INCIDENT (*Include names and/or descriptions of all involved*):

IF SUSPECTS WERE APPREHENDED, WHAT ACTION WAS TAKEN? (*Give nature and extent of injuries if applicable*).

DID VICTIM REQUIRE MEDICAL CARE? IF SO, WHERE WAS IT ADMINISTERED AND BY WHOM?
(*Give nature and extent of injuries*):

WERE THE POLICE NOTIFIED? _____

IF SO, WHEN AND BY WHOM? _____

WHAT POLICE ACTION WAS TAKEN? _____

NAME(S) OF REPORTING OFFICER(S): _____

WHAT ACTION CAN BE TAKEN TO PREVENT FURTHER OCCURRENCE OF SIMILAR INCIDENTS?

PLEASE FORWARD TO THE OFFICE OF THE SUPERINTENDENT

No. _____

EMPLOYEES ACCIDENT REPORT

EAST CLEVELAND SCHOOLS

Name _____

Date of Accident _____

Address _____

Telephone Number _____

Where Accident Occurred _____

Time of Accident _____ AM
PM

How Accident Occurred _____

Signature of Witness

Type of Injury _____

First-Aid Treatment Rendered _____

Disposition of Injured _____

Signature of Injured Employee

Signature of Person Giving Treatment

Was Employee Given Workmen's Compensation Form? Yes ____ No ____ If No, State Reason.

Date Accident was reported to the Board of Education _____

Signature of Supervisor or Principal

White copy to be sent to Office of Chief Executive Officer not later than 24 hours after the incident occurs.
Goldenrod copy to be retained by Supervisor.

I.D. # _____ Date _____ Time _____

Please explain what happened, what you saw and what you did. Include names if you know them and/or descriptions of persons involved.

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

To: Principal
Subject: Employee Assault

Alleged Victim _____

Date of Incident _____

Approximate Time of Incident _____

Location of Incident _____

Alleged Assailant(s): _____

Note: If assailant(s) is unknown, please describe: _____

*Narrative Description of the Incident, including the identification of witnesses to the incident
(*continue on the back of this form if necessary*):

The above statement has been made without threat or coercion and after having been advised of my right to seek counsel prior to the filing of this form>

Was physician treatment required? _____

Was absence from work required as a result of this assault? _____

If so, approximate length of absence _____
Beginning Date ***Ending Date***

Are you requesting Assault Leave? _____
(*If so, a physician's statement supporting your need to be absent should be provided*).

Signature

Date

Please submit this form to your supervisor or principal as soon as possible following the incident.

FIELD TRIP ATTENDANCE

Teacher _____ Date _____

Time of Departure _____ Return Time _____

Destination _____

This form must be submitted to Room 1102 before leaving the building.

	Name	ID:	Present
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			

Teacher _____

Teacher_____

ATTENDANCE CORRECTION SHEET

Directions: If you made a previous error on your attendance, complete a line for each student with the **CORRECT** data. Or, if you lost a scan sheet, please list each student in the class with the correct data.

[illegible]

A = Absent

P = Present

T = Tardy

(Figure 3-7)

Notice of Materials Received Sheet

Date _____ **Subject** _____ **Teacher** _____

I have received the following instructional materials _____

I understand the instruction, reports, essays, tests and questions may be developed from these materials.

Sign your name beside the number assigned to your materials package.

1.		19.	
2.		20.	
3.		21.	
4.		22.	
5.		23.	
6.		24.	
7.		25.	
8.		26.	
9.		27.	
10.		28.	
11.		29.	
12.		30.	
13.		31.	
14.		32.	
15.		33.	
16.		34.	
17.		35.	
18.		36.	

Late Assignment Information Sheet

Date_____

Due Date_____

I _____, **have been asked**

_____ **times to hand in my** _____

**_ASSIGNMENT. To date, I have not handed this work to the teacher. I have received the
necessary information to product this work.**

Student Signature _____

Teacher Signature _____

Property Loss Reimbursement Request Form

Name _____

School _____

Date Incident Occurred: _____

Circumstances of Incident: _____

Total Value of Property Loss: _____

Describe the property loss and the value of each loss: _____

Signature

Date

Supervisor's Signature

Date

Approved

Disapproved

Purchasing Agent

Date

WORK ORDER REQUEST
BUILDINGS AND GROUNDS DEPARTMENT
EAST CLEVELAND CITY SCHOOL DISTRICT

Date Request Received: _____

Building Name: _____

Request: _____

Comments: _____

Head Custodian's Signature _____ **Date:** _____

Building Principal _____ **Date:** _____

Both signatures are needed to activate this work order request:

Maintenance Department _____
and/or contracted services:

Contractor Name: _____

Requisition Number: _____

Purchase Order Number: _____

Project Cost: _____

Project Start Date: _____ **Completion Date** _____

Authorized Signature: _____ **Date** _____

Original Copy: Building & Grounds Department
Pink Copy: Head Custodian
Yellow Copy: Building Principal

FORM A

East Cleveland City School District

PROFESSIONAL MEETING INFORMATION FORM

All employees who are requesting **Professional Growth Activities** must complete this form.

Failure to complete this form will result in the professional leave request being Denied.

All **Professional Growth Activities** must be funded from non-General Fund Dollars.

Purpose of Professional Growth Leave. (Employee must be able to tie in such leave with proficiency and curriculum testing).

Date of Leave presentation to staff:

Name _____

Building _____

East Cleveland City Schools

Professional Meeting Request Form

Form 1

PROFESSIONAL GROWTH _____

DISTRICT BUSINESS _____

DIRECTIONS: Fill out this form and submit it to your building principal.
Attach information about the meeting to this form.
This form will be returned to you with Approved / Disapproved.
If approval is granted, **FORM # 2** will be attached (*Request for Professional Meeting Reimbursement*)

NAME _____ SCHOOL _____ DATE _____

NAME OF MEETING / ACTIVITY: _____

SPONSORING ORGANIZATION: _____

Location of Meeting: _____

DATES REQUESTED OFF: _____ / _____ / _____ / _____ / _____ / _____

Substitute Needed? Yes _____ No _____

Estimated Cost

TRANSPORTATION	ROOM	MEALS	Registration	OTHER (SPECIFY)

FUNDING SOURCE (*Please indicate name of funding source, i.e. General Fund*) _____

Signature of Project Director _____

APPROVE		DISAPPROVE	
---------	--	------------	--

Signature of Supervisor _____

APPROVE		DISAPPROVE	
---------	--	------------	--

Superintendent / Designee _____

APPROVE		DISAPPROVE	
---------	--	------------	--

Important – Please Note

RETURN this form to the **OFFICE OF THE SUPERINTENDENT**
Must be received by the **LAST MONDAY** of the month to be considered at the **FOLLOWING MONTH'S** Board Meeting.

For Board of Education Use

LIMITS:

All normal expenses: _____
Maximum Amount: _____
Substitute Only: _____
Registration Only: _____
Other: _____

FINANCE:

General Fund – E-19 _____ Other Fund _____
Encumbrance Date _____

BOARD AGENDA _____ DATE: _____

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.