Hilton Head Island Elementary Assessment and Grading Practices

At Hilton Head Island Elementary we believe that to best meet the needs of students, we need to use assessments that provide feedback on the learning process. We provide evidence of student learning over time through careful record keeping. We have a system for reporting student progress aligned with the assessment philosophy of the IB Programme and the district requirements. Our assessment philosophy is comprised of the elements detailed below.

Assessment: The ways we choose to determine student learning

Pre-assessments are used to determine what the student knows prior to teaching; ongoing assessments are used to guide instruction; and post-assessment is used to discover what the students know and have learned. Assessment tools include rubrics, checklists, exemplars, continuums, and anecdotal records.
Assessments are differentiated and criteria are known in advance.

Recording: The ways we choose to collect, store and analyze data

We utilize PowerTeacher to digitally record formative and summative assessment grades. This platform is live and is accessible to students and parents in real time.

Reporting: The ways we choose to communicate levels of performance and progress

We assess, record and report learning through units of inquiry, the Learner Profile and the essential elements of the program, student and parent end of unit reflections, student portfolios, conferences, district/state assessments, and Exhibition. Assessment is designed to engage students in their own learning. Parent input on assessment is welcomed and valued.

Assessment

Assessment Categories: Graded assessments fall into a designated category, formative or summative. Additional non-graded assessments are used for instructional purposes and in accordance to state and district guidelines.

Formative: Standards based assessments; representative of ongoing evidence; These are assessments *for* learning and are 40% of the overall grade in accordance with the Beaufort County School District regulations

- **Purpose -** Formative assessments are used to monitor student learning and provide a benchmark of student progress toward learning targets and goals. They provide ongoing feedback to both student and teacher, which can be used to improve instruction and learner outcomes. Formative assessments help identify areas of strength as well as areas to be refined for students, allowing for timely intervention. ***Not every formative assessment is graded.***
- **Examples -** Anecdotal records; KWL Chart; Graphic Organizers; Class work; Exit slips; Skill specific assessment; Journaling; Science activities; Word study/spelling activities; Vocabulary activities, Interactive notebooks *(only components that assess student content knowledge/not the gluing or coping of notes)*; Quizzes; Labs

- **Frequency/ Distribution**
    - **ELA -** Comprised of a variety of *all 3* categories: *Reading*, *Writing*, and *Word Study*
        - **Grades 1 – 2:** Minimum of 6 formative grades per quarter
        - **Grades 3 – 5:** Minimum of 9 formative grades per quarter (7 for 1st & 4th quarters)
    - **Math**
        - **Grades 1 – 2:** Minimum of 6 per quarter
        - **Grades 3 – 5:** Minimum of 8 per quarter (7 for 1st & 4th quarters)
    - **Science and/or Social Studies –** Dependent upon PYP unit of instruction
        - **Grades 1 – 2:** Minimum of 4 per quarter
        - **Grades 3 – 5:** Minimum of 4 per quarter

Summative: Cumulative, standards-based assessments of what students should know and be able to do at determined point in time; These are assessments *of* learning and are 60% of the overall grade in accordance with the Beaufort County School District regulations

- **Purpose -** Summative assessments aim to evaluate student learning and mastery of a skill or subject matter at the end of a unit of study
- **Examples -** Unit/chapter tests; Post assessment; In-School projects; Performance assessments
- **Frequency/ Distribution**
    - **ELA -** Comprised of a variety of *all 3* categories: *Reading*, *Writing*, and *Word Study*
        - **Grades 1 – 2:** Minimum of 3 summative grades per quarter
        - **Grades 3 – 5:** Minimum of 3 summative grades per quarter
    - **Math**
        - **Grades 1 – 2:** Minimum of 3 per quarter
        - **Grades 3 – 5:** Minimum of 3 per quarter
    - **Science and/or Social Studies –** Dependent upon PYP unit of instruction
        - **Grades 1 – 2:** Minimum of 2 per quarter
        - **Grades 3 – 5:** Minimum of 2 per quarter

School and District Benchmark Assessments: Provide cumulative information in relation to grade level standards and/or nationally normed references. These are not included in the overall grade.

- **Purpose -** These assessments are required as part of the BCSD Instructional Program and are not graded. They are used as information to inform teachers' instructional delivery decisions.
- **Examples –** NWEA MAP, SC READY, SC PASS, I-Ready, Fountas and Pinnell, APPLL, ACCESS, OLSAT/CogAT/PTA
- **Frequency –** Frequency of district and state benchmark assessments are pre- determined by state and school district officials. Beaufort County School District provides a testing calendar that outlines testing windows for each assessment. (See Appendix D).

Homework: Homework is viewed as an extension of classroom activity. Homework will be in harmony with the child's needs and abilities and will not be given for disciplinary reasons. Teachers recognize that home and outside activities have educational value and therefore should not overburden students with homework. Assignments must be carefully planned, appropriate to the student's grade level and be well understood by the student before he/she leaves school. Allowances should be made for individual differences in interests and abilities. Although all homework assignments will not be formally graded, teachers are expected to evaluate the student's homework performance to assess the student's needs and/or level of mastery; however, students will be held accountable for homework completion. Homework completion may count towards a student's effort grade on report cards.

Homework Guidelines			
	Approximate Time for Reading per Day	Approximate Time for Homework Practice per Day (excluding reading)	Total Homework Time
1st grade	10 minutes	10 minutes	Not to exceed 30 minutes*
2nd grade	15 minutes	10 minutes	
3rd grade	20 minutes	15 minutes	Not to exceed 60 minutes*
4th grade	20 minutes	20 minutes	
5th grade	30 minutes	20 minutes	

* Parents can communicate via agenda if student was unable to complete in allotted time.

Make-Up/ Missing Work:

- Excused (lawful) absences - Students will be granted the opportunity to make-up any missed assignments and /or work due to lawful absence(s). This will include quizzes, tests, writing assignments etc. The period for making up the work will be one (1) class day for each class day missed to a maximum of one week.
- Unexcused (unlawful) absences - Students may be given the opportunity to make up work at the discretion of the principal and teacher during make-up sessions; however, the unexcused absence remains in the student's attendance record. The period for making up the work will be one (1) class day for each class day missed to a maximum of one week.
- Incomplete or missing work - Students will receive an "incomplete" or "missing" in gradebook as appropriate. Students will be given an opportunity to turn in incomplete and/or missing work for a grade. Teachers will use their professional judgment about the amount of time provided to make up missing work. All missing or incomplete work must be completed prior to the end of the quarter in which it was assigned.
- If homework/classwork is continuously not completed, parent contact should be made. If there is no improvement after contact, a referral will be made in Educator's Handbook.
- SC school attendance guidelines are monitored by the Child Study Team that meets bi-monthly.

Recording

Grading Scales:

For all content areas, teachers follow the Beaufort County School District Uniform Grading Scale as listed below.

Grading Scale	Academic Letter Grades 3-5	Academic Letter Grades 1-2	Effort Rubric	Effort Grade
90-100	A	E	5	E
80-89	B	G	4	G
70-79	C	S	3	S
60-69	D	N	2	N
59 and Below	F	U	1	U

For all special areas, specialist teachers will assign grades based on the effort and participation rubric found in Appendix A

Academic Achievement Recognition: Students in grades 3, 4 and 5 can earn recognition for meeting the following criteria:

- Principal's Honor Roll: All A's in content areas and special areas are all E's and/or G's
- Honor Roll: All A's and/or B's in content areas and special areas are all E's and/or G's

Professional Responsibility for Grading Expectations:

- Grades are reported in the PowerTeacher Pro electronic gradebook and should be updated within 72 hours (3 school days) of assignment completion. At a minimum, teachers will assess and enter one grade per week for both Language Arts and Math, and biweekly for Science or Social Studies; with exception of the first week of school. A zero will be recorded immediately in the gradebook for all missing work which will afford students ample time to make improvements and keep parents well informed of missing assignments. Students and parents/guardians can access student grades via the PowerSchool Portal at any time 24 hours a day, 7 days a week. Visit the BCSD webpage, then Parents, then Parent Portal for more information.
- Teachers will contact parents when a student's grade drops below 70/S.
- To ensure minimum number of assessments and a fair representation of student work, Interventionists and/or Special Education Teachers will work collaboratively to provide grades for students who are present for less than 50% of the instructional block.
- No summative grades will be finalized in PowerTeacher that are below 60% without re-teaching and/or intervention and contacting a parent to discuss a plan of action. If a student achieves less than 60% on a summative assessment, a student will be given the opportunity to make corrections to the original assessment for 50% credit, or take another assessment, which may be modified at teacher discretion but, will still assess the original targeted skills and/or concepts. If the student takes another assessment the grade recorded will be an average of the original grade and the retake grade. Students who score about 60% on a summative assessment will also be given the opportunity to make optional corrections for 50% credit. Re-takes must be completed at school. If a student achieves less than 60% on a formative assessment, the grade will be recorded as earned, but re-teaching and practice will occur.
- Assignment of student grades is the purview of the teacher. Grades cannot be changed without following BCSD established procedures which include explicit consent of the teacher. Teachers develop research-based grading and assessment practices to guide the recording and reporting of student progress under the supervision of the principal.
- The BCSD follows the South Carolina guidelines for grading/assessment. As such, no school leader or teacher will engage in grading practices that violate state policy.
- All grade changes made after report cards are sent home must be approved through administration and revised by data specialist. Forms can be obtained from the data specialist.
- The adopted grading policy is reviewed at least two times a year by the grading and assessment committee. The committee includes a representative from each grade level, administration, coaches and the PYP coordinator. All staff members are updated on policy changes and are invited to provide input at the staff review of policies at the beginning of the school year and/or throughout the year.

Reporting

Progress Reports: Interim progress reports will be provided every four weeks before the end of each nine-week grading period to indicate performance at that point in the course. Progress reports will include current grade for the course as well a brief comment. Grades at progress reports are not final but, rather serve as means of communication of current progress level.

Report Cards: Report cards are issued at the conclusion of each nine-week grading period and provide an assessment of student performance, effort and attendance. Report cards become a part of each
student's permanent educational record.

Conferences: At HHIE, conferences are a time to share information among teachers, students and parents. We strive to ensure that every child, parent and teacher participates in conferences to support and encourage student learning. Student led conferences are held annually in the fall and portfolio sharing takes place each spring. At any time, parents and teachers can hold a conference to discuss student progress.

Retention: If a student is being considered for retention, a conference will be scheduled with parents during third quarter. The Multi-Tiered System of Support Team (MTSS), which could consist of parents, teachers, administration, school counselors, school psychologist, interventionists, will meet to discuss many factors including: attendance history, levels of achievement, motivation, behavior, background, etc. A Light's Retention Scale will be completed by teachers to help determine if a student is a good candidate for retention.

Primary Years Programme

Learner Profile: A personalized comment will be provided quarterly on the report card using the child's name regarding reading, math and general progress. Comments should also utilize the PYP Learner Profile. First and Second grade students will use the grade level reflection on the learner profile to self-assess their growth and understanding of the attributes. These reflections will be conducted at the end of each unit of inquiry. Third – Fifth grade students will use the Essential Elements and Learner Profile reflections at the end of each unit of inquiry. In all grade levels, the reports will need to be shared with parents. Parent reflections are encouraged.

Exhibition: Fifth graders at HHIE participate in the PYP exhibition. The exhibition is a celebration of student learning. Students are required to use all five essential elements of the program (knowledge, concepts, skills, attitudes, action) and to demonstrate the attributes of the learner profile. The exhibition takes place under any transdisciplinary theme. Each year, the theme is chosen using student and teacher input.

All students are required to:

- Engage in deep, collaborative inquiry
- Demonstrate independence and responsibility for their learning
- Explore multiple perspectives
- Synthesize and apply their knowledge from previous years
- Provide input into the process for assessing the process and the product
- Take action or plan to take action as a result of their learning
- Share the exhibition with the greater school community and public

Assessment of the exhibition includes:

- Daily checklists for self-reflection and teacher conferences using the inquiry model as a guide
- Mentor checklists-including a space for comments and reflection
- Teacher/student formative checks
- Summative assessment on the process and the product

Portfolios: All students will have a portfolio. The portfolio provides a place for reflection, documentation of growth over time and evidence of development of the whole child in all subject areas.

- **What is a portfolio?**

Essential agreement: A portfolio is a purposeful collection of a learner's work designed to demonstrate success, growth, higher-order thinking, creativity, and reflection. It is an exhibition of a student's mind at work, one who is actively preparing to be a caring international citizen.

- **Why do we keep a portfolio?**
  Essential agreement**:** A portfolio is kept for:
  - The teacher – provides evidence of student's progress, needs and abilities.
  - The student – provides a concrete source of self-assessment and reflection.
  - The parents – provides concrete indicators of their child's abilities, growth and needs, as well as providing samples of classroom activities.

- **How do portfolios work?**
  Essential agreement:
  - Involves a collect, select and reflect process
  - 6 – 9 double-sided sheet protectors should hold samples collected from (no more than 18 pages included):
    (a) ELA sample (1 reading sample, 1 writing sample with reflection)
    (b) Math Sample with written reflection
    (c) Unit work – an item from each unit, cross-curricular samples, student self-assessments, unit assessments, or Learner Profile/Essential Elements reflection, etc. (6 items/ 3 sheet protectors)
    (d) Specials – student selection of one piece with reflection (1 item)
    (e) A second language (Spanish/Chinese) work sample (1 item)
    (f) A technology sample (The technology sample may be evident in one of the samples above. If no technology sample has been included, teachers should add at least one additional technology example.) (1-2 pages)
  - The portfolio will be used for conferencing on many levels.
  - Grades 1 and 2 portfolios may select developmentally appropriate variations on the samples
  - Working portfolios contain examples spanning a spectrum from areas needing improvement to successful mastery.
  - Each year – self-portrait updated and saved in portfolio
  - Digital portfolios are another way to showcase learner's work.

- **How often do we put pieces in the portfolio?**
  Essential agreement: A continuous selection process with end of term or term deadlines. Interim working portfolios may also be kept, used in conferencing and as collections to review for the final portfolio. (Portfolios should be updated at the end of each quarter and/or after every two units.)

- **Who selects what goes in?**
  Essential agreement: Grades 1 through 5 – selection will include the teacher and/or student.

- **Where is it kept and how is it transferred from year to year?**
  Essential agreement:
  - The portfolio will be kept in the classroom.
  - The students and class teacher will have open access to their portfolios.
  - Final portfolios will be forwarded to the next grade. Fifth grade portfolios are sent home.

- **Who has access to it?**
  Essential agreement: Access for student, teacher, parent, specialist teachers, and administration.

The portfolio belongs to the student and family.

References:

What is the PYP perspective on assessment?
Sample Assessment Policy, IBO
Beaufort County School District Assessment Guidelines Sample Beaufort County Assessment Policies
From Principles Into Practice (ibo.org)

Appendix A

Specials and Effort Rubric					
	1/U/ Unsatisfactory	**2/N/ Needs Improvement**	**3/S/ Satisfactory**	**4/G/ Good**	**5/E/ Excellent**
Effort	• Very little effort • Poor & unfinished tasks • Assignments almost always late	• Inconsistent effort • Partially or barely adequate completion of tasks • Assignments frequently late	• Good effort • Generally completes tasks with care • Assignments completed mostly on time	• Makes a very good, consistent effort • Completes tasks with thoroughness • Assignments consistently completed on time	• Works to the best of their ability • Produces a high quality finished product • Assignments always completed on time
Contribution	• Impedes the learning of others • Questions/ comments often distract from learning • Often disrupts group work	• Rarely asks questions or offers ideas in class • Seldom contributes to group work	• Offers ideas and asks questions on occasion which help to clarify discussion for self • Good group work skills	• Offers ideas and asks questions in class which help to clarify discussion for all • Very good group work skills	• Consistently offers ideas and asks questions that clarify and extend discussions for all • Superior leadership qualities • Excellent group work skills
Attentiveness	• Almost never on task • Very little focus • Does not listen when others talk and interrupts when others speak	• Often not on task • Inconsistent focus • Listens inconsistently when others talk and will rarely have anything to add	• Regularly on task • Generally focused • Listens when others talk and will on occasion have something to add • Listens to remember	• Mostly on task • Often focused • Listens when others talk and will offer additional input • Listens for understanding	• Consistently on task • Very focused • Listens when others talk and will often incorporate/ build on ideas of others • Listens for understanding and relevance
Attitude	• Often disrespectful to peers and teacher • Often makes inappropriate comments or questions only to challenge	• Shows inconsistent respect for peers and teacher • Occasionally makes inappropriate comments	• Generally shows respect for peers and teacher • Questions sometimes don't demonstrate respect intended	• Shows respect for peers and teacher most of the time • On occasion questions ideas in respectful way	• Consistently shows respect for peers and teacher • Often questions or challenges ideas in respectful way
Daily Grade Total: U: ≤ 11		**N: 12 - 13 S: 14 - 15 G: 16 - 17 E: 18 - 20**			

Appendix B

Grading Practices Benchmark for Progress Reports

Item	Progress Report	Check
Quarter	Check top right corner for appropriate reporting term (Q1, Q2, Q3, Q4)	
Formative Assessments	**ELA:** Minimum of 3 grades (balance of reading, writing, and word study) **Math:** Minimum of 3 grades **Science/ Social Studies:** Minimum of 2 grades	
Summative Assessments	**ELA:** Minimum of 1 grade **Math:** Minimum of 1 grade **Science/ Social Studies:** Minimum of 1 grade	
Incomplete	An Incomplete may be assigned to an assessment when a student has not completed the assessment prior to the submission of progress reports. If no numerical score is included, the incomplete does not impact the final grade.	
Exemptions	Include a comment in the appropriate content area for students who have received an exemption on an assessment. An exemption may be assigned due to extenuating circumstances or if an assessment cannot be made up. A final grade will still be calculated without the exempted assessment.	
Make-Up Work	Extenuating circumstances will be taken into consideration; however, a zero should be placed in the gradebook for work that has not been submitted for reasons unrelated to absences. (An exempt is put in grade book if student is unable to make up the classwork/discussion missed)	
Content Comments	• A **personalized** comment (2-3 sentences) using PYP language in homeroom section. • Add a comment for any final grade below a 75 or S in Language Arts, Math, Science and/or Social Studies, and Specials. Comments should include specific skills in need of refinement. • Positive personalized subject specific comments may be added as needed **but keep general subject specific information to quarterly newsletter.** • Comments in all areas should be written with a positive tone and with a focus on learning. • Co-teachers should be collaborating to ensure comments are cohesive.	
Specials Comments	• If a student goes to an ML speaking or writing class during specials please include the following: Student attends ACCESS class.	
If Science or SS has not been taught or has just been introduced	Include one of the following comments: • The focus of the current PYP unit is in (science or social studies); therefore, a grade has not been recorded in this area. • Your child's grade reflects limited assessment information as our current PYP unit in (science or social studies) has just begun.	
Reading Level	No comment needed	
Effort Grades	No effort grade on Progress Reports	
Excessive tardies and/ or absences (more than 5)	Include a comment such as the following in the **homeroom section**: "Frequent (tardies or absences) impact learning."	
Students with an IEP or 504 plan (including students who receive resource instruction)	Comments may be entered for individual gradebook assignments, but **NO** comment may be included on the student's report card that would identify the student as having an IEP or 504.	
ML Students	Comments may be entered for individual gradebook assignments, but NO comment may be included on the student's report card that would identify the student as ML.	
Students in Interventions and/ or Enrichment	Place a comment in the appropriate area if a child receives literacy, math, or behavior support. Literacy and math interventions/ enrichment should be noted in the appropriate content area. Behavior Intervention Plan comments should be listed in homeroom section as they apply to all content and special areas.	

Appendix C

Grading Practices Checklist for Report Cards

Item	Report Card	Check
Quarter	Check top right corner for appropriate reporting term (Q1, Q2, Q3, Q4)	
Formative Assessments	**Grade Levels 1 and 2** **ELA:** Minimum of 6 grades (reflect a balance of reading, writing, and word study) **Math:** Minimum of 6 grades **Science/ Social Studies:** Minimum of 4 grades **Grade Levels 3,4 and 5** **ELA:** Minimum of 9 (reflect a balance of reading, writing, and word study) **Math:** Minimum of 8 grades **Science/ Social Studies:** Minimum of 4 grades	
Summative Assessments	**Grade Levels 1 and 2** **ELA:** Minimum of 3 grades (reflecting a balance of Reading, Writing, Word Study) **Math:** Minimum of 3 grades **Science/ Social Studies:** Minimum of 2 grades **Grade Levels 3,4 and 5** **ELA:** Minimum of 3 grades (reflecting a balance of Reading, Writing, Word Study) **Math:** Minimum of 3 grades **Science/ Social Studies:** Minimum of 2 grades	
Incomplete	An Incomplete may be assigned to an assessment when a student has not completed the assessment. If no numerical score is included, the incomplete does not impact the final grade.	
Exemptions	Included a comment in the appropriate assessment for students who have received an exemption on an assessment. An exemption may be assigned due to extenuating circumstances or if an assessment cannot be made up. A final grade will still be calculated without the exempted assessment.	
Make-Up Work	Extenuating circumstances will be taken into consideration; however, all missing work or work that a student has failed to turn in will be marked as a zero. Make-up work needs to be completed prior to the end of the quarter. Work that is submitted and/or graded after the end of quarter will require the appropriate documentation and a Grade Change Form.	
Content Comments	• A **personalized** comment (2-3 sentences) using PYP language in homeroom section. • Add a comment for any final grade below a 75 or S in Language Arts, Math, Science and/or Social Studies, and Specials. Comment should be specific to areas/ skills that are a concern/weakness. • Positive personalized subject specific comments may be added as needed **but keep general subject specific information to quarterly newsletter.** • Comments in all areas should be written with a positive tone and with a focus on learning. • Co-teachers should be collaborating to ensure comments are cohesive.	
Specials Comments	• Specialists will add a subject specific comment regarding activities (1-2 sentences). Personalized specific comments regarding effort and performance may be added as needed. • If a student goes to an ML speaking or writing class during specials please include the following: Student attends ACCESS class.	
If Science or SS has not been taught or has just been introduced	Include one of the following comments: • "The focus of the current PYP unit is in (science or social studies); therefore, a grade has not been recorded in this area." • "Your child's grade reflects limited assessment information as our current PYP unit in (science or social studies) has just begun."	
Reading Level **Quarters 1 and 4 only**	Recorded in Language Arts: "Your child is reading (above, at or below) grade level expectations for this quarter based on reading assessments."	
Effort Grades	Enter Effort Grades (Citizenship) in Language Arts, Math, Science and Social Studies (E, G, S, N, U) Refer to Specials and Effort Rubric (Appendix A) when determining effort grades. **No effort grades for homeroom section**	
Excessive tardy and/ or absences (more than 5)	Include a comment such as the following in the **homeroom section**: "Frequent (tardies or absences) impact learning."	
Students with an IEP or 504 plan (including students who receive resource instruction)	Comments may be entered for individual gradebook assignments, but **NO** comment may be included on the student's report card that would identify the student as having an IEP or 504. For math and reading strategies block - The following comment should be added: "See progress report."	
ML Students	Comments may be entered for individual gradebook assignments, but NO comment may be included on the student's report card that would identify the student as ML.	
Students in Interventions and/ or Enrichment	Place a comment in the appropriate area if a child receives literacy, math, or behavior support. Literacy and math interventions/ enrichment should be noted in the appropriate content area. Behavior Intervention Plan comments should be listed in the homeroom section as they apply to all content and special areas.	

Appendix D

Beaufort County School District Assessment Calendar

Assessment	Testing Window		Grade Level(s)
iREADY	FALL	September 5-19	GRADES 1-5
	WINTER	January 9-19	GRADES 1-5
	SPRING	May 13-June 4	GRADES 1-5
AAPPL Language Proficiency Assessment	SPRING		GRADES 3 - 5
CogAT and IOWA ASSESSMENTS	FALL	October 9 - October 27	GRADE 2
		January 8 - January 12	**makeup window**
SOCIAL STUDIES BENCHMARK	Quarter 1	October 2-13	GRADES 4-5
	Quarter 2	December 6-20	
	Quarter 3	March 4-15	
	Quarter 4	May 20-June 4	
District Benchmark Assessment ELA, Math, Science		October 26-November 10	Grades 3-5
		February 12-23	
ACCESS	WINTER	January 22 - March 1	GRADES 1-5 ML STUDENTS
		March 4-5	make-ups only
SC PERFORMANCE TASK ASSESSMENTS	WINTER	February 20 - March 15	GRADES 2-5 QUALIFYING STUDENTS
SC ALTERNATE ASSESSMENTS	SPRING	March 7 - April 22	GRADES 3 – 5 SWD
SC READY ELA & Math	SPRING	May 7- May 24	GRADES 3 - 5
SC READY ELA, Math, Science		May 28-31	make-ups
SC READY Science	SPRING	May 7- May 24	GRADE 4

***Subject to Change**

Policy was updated 12/4/2024

Policy was shared and reviewed by all staff on 2/5/2024.

Committee Members: Cassandar Ryman, Dana Jaquiss, Mei Chen, Diana Andrews, Brook Urys, Terri Williams, Becca Shupp, Barbara Porchey, Anita Krimm, Michelle Cramer