



FAIRPORT HARBOR

EXEMPTED VILLAGE SCHOOL DISTRICT

Anchored in Community & Illuminating Futures

**McKinley Elementary School
Student Handbook 2025-2026**

Elementary Program and Handbook

McKinley Elementary

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Introduction

This publication provides parents and students with a common basis for understanding the expectations of our school and organization. You will find that our programs provide students with a well-rounded experience that prepares them for success throughout their educational careers. We recognize that our students require an education that will leave them prepared to compete in a global marketplace.

Our educational programs are structured to challenge students with a rigorous curriculum that pushes them to reach their fullest potential! Our teachers are caring, talented, professionals that carefully construct learning experiences that challenge students to think critically, develop their skills and work to achieve their goals. We look forward to sharing our philosophy with you.

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Our Mission

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McKinley Mission statement: To create an inclusive environment, where all stakeholders display honesty, dedication, responsibility, and are kind citizens who make the world a better place.

Enrollment

Daily Attendance

If your child is absent, please call the McKinley Attendance Line, 440-354-5400 ext. 210 before 8:00 am. You may also enter your student's absence in the Infinite Campus Parent Portal using the Attendance Request Processor. If we do not hear from you regarding your child's absence, we will contact you using our automated messenger system using the numbers on file in Infinite Campus. Please include the child's name, date, the reason for absence, and parent/guardian signature. A tardy student must report to the office upon arrival, before going to their class. Parents may monitor their student's attendance by logging into the parent portal on Infinite Campus. An excused absence is qualified by the following:

1. Note from physician or psychiatrist
2. Death of a close family member
3. Administration excuses students for academic pursuits
4. Religious observations
5. Illness (provided the parent calls the school to provide a reason for the absence.) A parent may call in an excused absence ten times

Ohio House Bill 410 Attendance Policy

By law our district follows and complies with the following guidelines:

Regular attendance is a state requirement. The following conditions constitute reasons for an **excused** absence from school: personal illness or quarantine, physician appointment which cannot be scheduled outside the school day, religious observation, and family emergency. Recent legislation has changed the way we measure student absences. House Bill 410 requires that we notify you that your child has reached the following benchmarks:

The law defines **Excessive Absence (EA)** as:

EA 38-Absent 38 (6 days) or more hours in a month with or without an excuse (absences will now be calculated in hours not days)

EA 65-Absent 65 (10 days) or more hours in a year with or without an excuse.

House Bill 410 defines **Habitual Truancy (HT)** as:

HT 30-Absent 30 (5 days) or more consecutive hours without a legitimate excuse, Absence intervention plan required**

HT 42-Absent 42 (7 days) or more hours in a month without a legitimate excuse, Absence intervention plan required**

HT 72-Absent 72 (12 days) or more hours in a year without a legitimate excuse, Absence intervention plan required**

When a student is habitually truant, the district is required to create an Absence Intervention Team and meet with the parents/guardians to develop an Absence Intervention Plan. The purpose of the team is to identify specific barriers and solutions to attendance. The team will be composed of staff members who are familiar with the child and the programs at school, as well as you, the parent/guardian. Once the plan is in place, the goal will be to see an improvement in school attendance. If the student refuses to participate in or has failed to make satisfactory progress on the plan within 61 days, the district is required, by law, to file a complaint in Juvenile Court.

[Ohio Department of Education Link for HB410 Click HERE](#)

Arrival

Students will not be permitted on school grounds before 8:10 AM. At 8:10 AM, students will be permitted to enter the building. Any students getting dropped off by car **MUST** get out on the curb side of the street. All car traffic **MUST** follow the traffic flow pattern. If students are getting breakfast, they must report directly to the gym. Breakfast will be served from 8:10-8:30. Students not receiving breakfast will report directly to their classroom. Parents will not be allowed to enter the building during arrival.

Dismissal

Students will be assigned a dismissal location based on the parent selected mode of transportation. A dismissal plan will be sent home at the beginning of the year. Please adhere to all traffic patterns and rules outlined in the plan. All transportation changes must be received via email at dbudziak@fhevs.org. These notifications need to be received by the morning of the change. While we understand emergencies arise, transportation changes will not be accepted after 12:00 pm. Based on student grade, siblings, and mode of transportation, students will be assigned different dismissal locations. If you do not indicate a change, students will be in their original location. Students **MUST** be picked up by 3:05 PM. Office personnel and staff cannot babysit students after school. If students are not picked up by 3:30 PM, a call will be placed to the local police department.

PLEASE Follow all traffic reminders for arrival and dismissal at McKinley Elementary. Our main goal is to get all students where they need to be SAFELY. We thank you for working with us to ensure the safest environment possible for your child.

Arrival and Dismissal Top 10

1. **Please follow the traffic pattern**-To ensure the safety of you (and your car), it is very important that the traffic patterns are being followed.

ARRIVAL

- If your child is getting breakfast, they will get dropped off on South Street. If your child is not getting breakfast, they will be dropped off on Sixth Street and report directly to their classroom. Please follow the traffic pattern that is laid out under DISMISSAL. **PLEASE DO NOT DROP YOUR STUDENT OFF BEFORE 8:10. THERE WILL NOT BE SUPERVISION AVAILABLE BEFORE THAT TIME.**

DISMISSAL: It is very important to follow the flow of dismissal, as to not have any cross traffic.

- **YELLOW TAG HOLDERS (SOUTH STREET PICK UP):** From East Street, turn onto 7th Street. Make a right onto Vine Street and then get into the pickup line on South Street. *Please turn LEFT onto Plum St after you pick up your child. This prevents congestion at the Sixth St. intersection.*
 - **ORANGE TAG HOLDERS (SIXTH STREET PICK UP) :** Get into the pickup line by traveling east on Sixth Street.
2. **Students should be exiting and entering the car from the right curb side**-This ensures that students are not on the road.
 3. **Walkers need to be walking to their destination**-If your child is a walker, that means that they are walking to their home. **Please do not mark your child as a walker, and then park and have them walk to your car. This is very dangerous, because students are walking across the street and not using the appropriate cross walks. Do not park at the church or dance academy and walk over to pick your child up.**
 4. **Do not block residents driveways**-Please remember that our community members may need to access their own driveways during arrival and dismissal.
 5. **Do not get out of your car during arrival and dismissal**-This slows down the line, and is also very dangerous with the amount of traffic. Staff members are stationed at all doors during arrival and dismissal to aid your child.
 6. **You must have a yellow or orange tag to pick up your child**-This is a very important step in keeping your child safe and making sure all students are dismissed to the appropriate guardian. If you did not receive a tag or need a replacement please contact the office.
 7. **You must email dbudziak@fhevs.org (by 12:00) if your child will be dismissed differently than normal**-This way, there will be no confusion for your child at dismissal.

- 8. Mornings specifically** - The doors do not open for students to enter the building until 8:10. Once the doors open, please have your child exit the car to proceed into the building.
- 9. Once students are dropped off, please remind your child to go directly to the door**-Students should walk directly to the building. Please make sure your child knows they are not permitted to exit the gate once they have arrived at school in the morning.
- 10. Be respectful**-We are all working to get your child safely to where they need to be. Please be respectful to all involved, that includes teachers and other parents.

Early Dismissal

If a student must be excused during the school day, parents should email dbudziak@fhevs.org by 12:00, explaining the circumstance. In the interest of safety, parents are asked to sign students out in the school office before they are released. Students will not be released to any person not authorized by the parent. Students will be called to the office for dismissal upon the arrival of the parent. Students will not be called out of class for early dismissal before the parent/guardian actually arrives in the office with identification.

Entrance Requirements

When registering a child for Fairport Schools parent/guardian must bring the following: Verification of Birth (birth certificate), Immunization Records, Proof of residency (Driver's License, Voter Registration, Utility Bill, Purchase/Rental Agreement). Students entering grade one must have proof of successful completion of kindergarten.

Withdrawal of Students

If you plan on moving to another school district, let the office secretary know as soon as possible. This allows our staff to help the student make a smooth transition. Parents also must sign permission for the school secretary to release information to the student's new school. We ask that all school fees/fines etc. be paid in full upon withdrawal to ensure a smooth transition of all school records.

Doctor Appointments

It is strongly recommended to make all appointments outside the school day or during the vacation periods. If this is not possible, please make sure to follow the attendance procedures.

Academics and Curriculum

State and national standards provide the foundation for the Fairport Harbor Schools' curriculum. The McKinley Elementary curriculum follows an inquiry-based approach to instruction and learning. Academic content is organized

under transdisciplinary units of study that influence how academic content is implemented. The best practice strategies provide the philosophical basis for daily school operations and the professional development of teachers.

Collaboration

All teachers start the day with 40 minutes of collaboration. This is the driving force behind our change initiatives and allows us to function as a Professional Learning Community. Teachers work together on problems of practice and develop their skills for the benefit of our students.

Language Arts

McKinley Literacy Mission Statement: At McKinley we, use direct explicit instruction grounded in the Science of Reading to teach ALL students the 5 domains of Literacy plus writing (phonics, phonemic awareness, comprehension, vocabulary, and fluency)

The study of the English language arts incorporates six standards anchored in college and career readiness expectations for students beginning in kindergarten. Standards include those for developing foundational skills in reading (K-5), language (K-5), reading fiction and informational texts (K-5), writing (K-5), and speaking and listening skills (K-5). McKinley uses Benchmark Advance as a tier 1 curriculum. Aligned with Science of Reading research, *Benchmark Advance* is a core language arts program that provides a cohesive structure for the development of literacy skills and content knowledge.

Students in kindergarten through grade 3 utilize Foundations as a tier 2 intervention, which is a multi-sensory, structured language program that focuses on the foundational reading skills of phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. Grades 4 and 5 use the Just Words Curriculum. Just Words supports those who have not mastered the foundational skills of language structure typically learned in grades K–3 with strategies that will allow them to independently read and spell words and build the skills necessary to access and master grade-level standards. Emphasizing phonemic awareness, phonics, word study, and spelling, Just Words is the word study component of the [Wilson Reading System®](#) curriculum at an accelerated pace so the instructional principles mirror each other.

In grades K-2, students develop and strengthen their oral language and phonemic awareness skills using a program called Heggerty. Heggerty provides students with consistent and repetitive instruction and helps students build their decoding and encoding skills necessary for success in phonics programs. Intervention opportunities are made available using this program by increasing the frequency and duration of the speaking and listening activities sequenced in the Heggerty curriculum.

**See Appendix for McKinley's Structured Literacy Plan

Mathematics

The study of mathematics in K-5 incorporates multiple standards that differ across grade levels. HMH Into Math is used as the core math curriculum. HMH Into Math for Grades K–8 incorporates the latest research by having students connect concepts and skills to gain a deeper understanding of mathematics while incorporating a positive mathematical mindset through perseverance. HMH Into Math is focused on meeting the needs of the whole child, inspiring students to see themselves as doers of mathematics and instilling a positive attitude toward math. The HMH Into Math curriculum includes whole-group, small-group, and partner work that encourages collaboration and mathematical discourse.

Science

Ohio's learning standards include earth, life, and physical science and include content that requires students to reflect on science as a way of knowing and as a participatory experience with specialized language and tools used to study and communicate scientific ways of knowing.

Social Studies

Ohio's learning standards require students to develop historical and spatial thinking, civic participation, economic decision-making, and financial literacy and skills associated with these. The standards aim to help students develop the ability to make informed and reasoned decisions for themselves and the common good and to prepare them for their role as citizens and decision-makers in a diverse, democratic society. The standards enable students to learn about significant people, places, events and issues in the past in order to understand the present and foster students' ability to act responsibly and become successful problem-solvers in an interdependent world of limited resources

Early College and Career Readiness

The Fairport Harbor Schools are an Early College School district. Every effort is given to provide students with a rigorous academic curriculum from their very first experience with school. Through our early childhood programs, data collection, opportunities for acceleration and individualized instruction we strive to place students on the path to their brightest future. Learn more by visiting www.fhevs.org and clicking on Academics > College and Career Readiness.

Music

All students receive instruction in general music to include vocal technique and music theory and appreciation. Students meet for 40 minutes per week. During music class students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others. Students work individually and in groups to focus ideas and create and perform music to address genuine local and global community needs and construct and solve problems of personal relevance and interest when expressing themselves through music.

Art

All students receive instruction in art/art appreciation. During this class, students work on hands-on art projects, processes, and skills such as drawing, painting, and collage and use traditional supplies such as paper, colored pencils, glue, paint, etc. Students analyze and reflect on many different types of art.

Physical Education

The State Board of Education adopted the National Association of Sport and Physical Education standards in December 2007 and benchmarks and indicators in 2009. The focus of instruction in K-5 is exploration and development of motor skills and movement as well as participation in health-enhancing physical activities that help students achieve and maintain physical health and develop personal and social behavior that respects self and others in physical activity settings. Physical education instruction seeks to help students value activity related to health, enjoyment, challenge, self-expression, and social interaction.

Grading System

McKinley uses a standards based report card for ELA, Math, and PE.

4-POINT PROFICIENCY SCALE

- **Meeting (M)**: The student consistently meets grade level standards and expectations. Performance is characterized by self-motivation and the ability to apply the skills with consistent accuracy, independence, and a high level of quality.
- **Progressing Independently (PI)**: The student is progressing independently toward grade level standards and expectations. Performance is characterized by the ability to apply skills with accuracy, independence, and quality with minimal assistance. This is an excellent level of achievement and one that a student should be working toward as developmentally appropriate.
- **Progressing with Support (PS)**: The student is progressing toward grade level expectations. Students need additional practice and support within this area but are making progress.
- **Not Yet (NY)** consistently meeting grade level expectations. The student is not meeting grade level standards and expectations. Additional instruction, practice and support is necessary to move toward grade level standards and expectations.
- **Standard Not Assessed** A standard may be left blank if the standard was not taught in that quarter.

Science and Social Studies use the grading scale

O- Outstanding, S-Satisfactory, I- Incomplete, NA- Not taught this quarter

**See appendix for Parents Guide to Standards Based Report Cards

Technology

The Fairport Harbor School District embraces the integration of technology as a tool for learning. Students may be provided with 1-1 computing technology. All technology will be considered the property of the Fairport Harbor Schools. Students who receive technology for academic use will be provided with the district's Acceptable Use Policy (AUP) and will be required to follow the rules for acceptable use outlined therein. Damage, theft or any destruction of equipment will be the responsibility of the parent and student. Inappropriate computer use may result in disciplinary action, including removal of technology, suspension or expulsion.





The philosophy of the Fairport Harbor Schools encompasses the use of a wide range of digital tools, media and learning environments for teaching, learning and assessing. Technology provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organize and be responsible for their own learning and actions. Technology allows students to make connections and reach a deeper understanding of its relevance and applicability to their everyday lives. Through the use of technology, learners develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new understandings and skills in different contexts.

**See appendix for Fairport Harbor Schools Chromebook procedures.

SEL (Social Emotional Learning)

The Ohio State Board of Education adopted the social-emotional learning standards in June 2019. We believe very strongly in educating the whole child, which means we put a strong emphasis on students' social and emotional well-being. As part of our social emotional curriculum, we utilize The Zones of Regulation. "The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioral development." This overview can be found on their website, along with other information about the program.

The Zones of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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Support Services

Intervention and Enrichment

We believe that students should be taught using a variety of instructional methodologies. We strive to provide inquiry-based learning environments that promote critical-thinking, questioning and global awareness. Teachers use formative assessments to determine the most appropriate instructional format for lessons. Formative Assessments allow teachers to assess before and after learning experiences and identify when reteaching is needed. This also allows them to identify students needing more individualized instruction and enrichment.

All staff members work together to support student learning needs. McKinley's Multi-Tiered Systems of Support team meets regularly to support teachers in the development of student interventions and enrichment ideas. The team assists the teacher in monitoring student progress and when necessary, may refer students for evaluation of suspected disability.

Title I

Title I reading is a federally funded program for students needing additional support in the area of reading. Teacher observation, assessment, and staff recommendation assist the Title I staff in determining students who may be eligible to receive services. Title I includes students spending additional time outside the general classroom to support the development of foundational skills in reading. This time, which provides opportunities for developing specific skills based on diagnostic data, is in addition to the core instruction of foundational skills that students receive in the general classroom setting and does not replace this classroom reading instruction.

Dyslexia Intervention and Supports

Dyslexia is a common learning disorder that affects a person's ability to read, write, and spell. People with dyslexia have difficulty processing and interpreting language, which can make it challenging for them to read, write, and comprehend information accurately. It is estimated that around 15-20% of people have dyslexia.

What are the symptoms of dyslexia?

The symptoms of dyslexia can vary from person to person, but some common signs include difficulty with:

- Phonemic awareness (the ability to identify and manipulate individual sounds in words)
- Decoding words (breaking words down into their individual sounds and blending them together to read)
- Reading fluency (the ability to read smoothly and quickly)
- Spelling and writing
- Understanding and remembering what has been read
- Directional confusion (mixing up left and right)

What causes dyslexia?

Dyslexia is believed to be caused by a combination of genetic and environmental factors. It is not caused by poor vision, lack of intelligence, or lack of effort.

How is dyslexia diagnosed?

Dyslexia is typically diagnosed through a series of assessments and tests conducted by a qualified professional, such as a psychologist or educational specialist. The assessment will typically include measures of phonemic awareness, decoding, reading fluency, spelling, and comprehension.

What can be done to help children with dyslexia?

There are many strategies and interventions that can help children with dyslexia succeed in school and beyond. Some common interventions include:

- Multisensory teaching methods that engage multiple senses (such as sight, sound, and touch) to help reinforce learning
 - Explicit instruction in phonemic awareness, phonics, and decoding skills
 - Assistive technology (such as text-to-speech software) to help with reading and writing
 - Accommodations in the classroom, such as extra time on tests or the use of audiobooks
 - Support from a specialized reading tutor or dyslexia specialist
- It's important to note that with the right support and interventions, children with dyslexia can learn and succeed in school and beyond.

Multi-Tiered Systems of Support

Multi-Tiered System of Supports organizes instruction and intervention into tiers or levels of support for students. It is not a separate program, class or intervention but rather a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student needs. This framework also helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services or gifted services. During the year, schools screen all students to see which students are meeting grade-level standards and which students need additional support. For students needing more support, a school-based team uses a problem-solving process to plan interventions and monitor progress. *Framework available upon request.

Speech and Language

The Speech and Language Pathologist (SLP) is involved in evaluating the communication abilities of students and determining the educational impact of those skills on learning processes. The SLP may:

- Participate as a member of the Intervention Team
- Provide a multi-factored evaluation of individual students in various areas.
- Assist classroom teachers and staff in modifying instructional strategies to meet student needs.
- Provided resources to staff, students and families.

Guidance Counselor

The goal of the program is to teach preventative mental health skills, such as conflict resolution, communication, and friendship skills and effective problem-solving strategies, which lead to the development of healthy and responsible social behavior. The goal is accomplished by classroom guidance sessions, small group activities, or individual sessions. The counselor may assist parents who wish to obtain outside counseling resources for family issues. The guidance counselor is also available for as needed responsive services and crisis management.

988 Suicide & Crisis Lifeline

Those experiencing a mental health crisis, and their loved ones, can reach out to the 988 Suicide & Crisis Lifeline through call or text to 988 or chat online at 988Lifeline.org. This easy-to-remember three-digit number ensures confidential, cost-free, 24/7 support for Ohioans experiencing mental health crises. 988 establishes a direct link to empathetic, easily accessible care and support for individuals facing emotional distress, such as thoughts of suicide, mental health or substance use crisis, or concern for a friend or family member. Ohio's 988 plan is an integral component of the state's broader commitment to delivering high-quality, person-centered crisis aid in communities statewide. Remember, there is hope and the lifeline is effective. You're not alone during times of crisis.

What Happens When I Call 988?

First, you'll hear a message telling you that you've reached the 988 Suicide & Crisis Lifeline. You'll then listen to hold music while you're being connected with a trained crisis worker at the crisis center closest to you. This person will ask you to describe your crisis, listen to you, provide support, and share any resources that may be helpful.

CALL OR TEXT 988



Safer School Tip Line

The tip line is an anonymous reporting system that accepts tips via call, text, webform, and mobile app 24 hours-a-day. 1-844-SAFEROH



SPEAK UP
SAVE LIVES

By calling or texting the statewide hotline -844-SAFEROH- you can report anything that is suspicious or endangering you, your friends or your school.

Section 504

Section 504 is a federal statute that prohibits discrimination against persons with disabilities in any program receiving federal financial assistance. A student who has a physical or mental impairment that substantially limits one or more life activities has a record of such impairment or is regarded as having such impairment may qualify as having a disability under Section 504. Major life activities are defined as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, and learning. Contact your child's school principal for further information about this and other considerations for children with disabilities.

Special Education

Targeted and more intensive intervention than the general education teacher can provide is offered to students with an identified disability as defined under the Individuals with Disabilities Education Act (IDEA) and by the Ohio Department of Education criteria. Students with an identified disability have an Individual Education Plan (IEP) developed by a team that includes parents/ guardians and educational staff. The IEP defines areas addressed based on an Evaluation Team Report (ETR) and provides specially designed instruction to address these areas. It articulates learning goals, measures of progress to be used, and services to be provided towards achieving these goals. Reviewed on an annual basis and re-evaluated at least every three years to determine continued eligibility, the IEP provides appropriate accommodations for the student when in the general education classroom. Intervention Specialists (IS) may provide specially designed instruction through the use of additional learning time, building on general classroom instruction, or support through consultation, accommodation management, general classroom-based intervention, and other strategies.

School Psychologist

School psychologists are involved in evaluating psychological-educational development, abilities and potential emotional-cultural factors that influence student learning processes. The school psychologist may:

- Participate as a member of the MTSS and a member of the multi-factored evaluation team
- Provide a portion of the multi-factored evaluation of students in the areas of personal and social adjustment, cognitive ability, academic achievement, and perceptual-motor functioning
- Assist with early entrance to kindergarten requests by evaluating incoming students using the state-approved evaluation tool and sharing results with members of the MTSS team and parents/ guardians of prospective students
- Analyze and interpret the psychological-educational evaluations, developing behavioral and academic recommendations
- Assist educational staff in implementing or modifying instructional strategies, classroom management procedures, intervention strategies, and follow-up activities
- Provide screening programs, and referrals to outside agencies
- Provide individual and group counseling students when appropriate

Gifted Identification

The State of Ohio requires districts to identify students for potential areas of giftedness, using state-approved measures but does not require districts to serve students with special programming. Our programs are structured to ensure that all students are appropriately challenged.

Third Grade Reading Guarantee

Pursuant to Ohio Revised Code all students K-3 will be tested prior to September 30th of each school year. Students identified as "not on-track" will be placed on a reading improvement plan. Reading improvement and monitoring plans allow teachers and parents to work together to understand reading deficiency and outline reading interventions. Teachers will develop a reading monitoring and improvement plan for students with an identified reading deficiencies within 60 days after receiving the student's diagnostic results. More information about the Third Grade Reading Guarantee, along with parent resources, can be found on the McKinley Website at www.fhevs.org.

Positive Behavior Support

Our school district employs Positive Behavioral Support. (PBiS) is a function-based approach to eliminate challenging behaviors and replace them with pro-social skills. Use of PBiS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change. Through PBiS we have developed a school-wide token economy. Students earn "McBucks" for demonstrating positive behaviors such as responsibility, honesty, dedication and good citizenship. These McBucks can be used to participate in schoolwide and classroom activities. When a child does not comply with the classroom rules and parent/teacher interventions to improve behavior have not been successful, the student will be referred to the office for intervention from the principal. Possible interventions include but are not limited to: a conference with the student, a phone call to parents, behavior chart, lunchtime detentions, parent-student conference, Saturday detentions, in-school suspension, or out of school suspension.

Discipline information regarding each student is confidential. We believe that self-discipline is the best discipline. For this reason, the classroom and building rules are established. Occasionally some of our students will not behave in a manner that allows other students to learn or to play in a safe environment. For this reason, we believe it is important for you to be informed of our Behavior Expectations Guidelines.

Everyone at McKinley strives to reinforce responsibility and a sense of good citizenship among students. Each teacher will send home a copy of classroom discipline procedures at the beginning of the year. The Fairport Board of Education Policy starting with "JF" guides the consequences of unacceptable behavior. The discipline philosophy supports the teacher's right to teach and all students' right to learn. Behavior that stops the teacher from teaching and/or any student from learning will not be tolerated. We recognize that effective discipline requires the shared responsibility of parents, students, and school personnel.

PBIS

Our PBIS Pillars guide the character development of our students.

Honesty
Dedication
Responsibility
Citizenship

The McKinley Motto!

I am HONEST –I tell no lies!

I am DEDICATED, give my best try!

I show RESPONSIBILITY, do the right
thing!

Be a good CITIZEN to make
McKinley SING!!!

Appeal Procedure

Should a student or a student's parent(s) choose to appeal the principal's suspension, he/she must do so within five school days of the notice of suspension. The appeal shall be in writing and made to the Superintendent. The student may be excluded from school during the appeal process.

Harassment

Students are expected to follow the discipline guidelines established by the school community. Inappropriate language, gestures, and touch will not be tolerated. Such behaviors are to be reported to school personnel immediately. School personnel will make every effort to investigate each situation and follow it through a course of disciplinary action. Referrals will be made to outside agencies as needed.

Bully Behavior

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Students often have difficulty distinguishing between bullying and behavior that is mean or rude. Most experts on bullying define it as the use of force or coercion to abuse or intimidate others. In order to be considered bullying, the behavior must be aggressive and include:

- An intentional act to hurt or harm someone
- An imbalance of power
- Persistent and Pervasive
- One way

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Students are provided instruction on how to identify these behaviors through the PBIS model and the appropriate actions to stop them.

Recess

(Weather) Unless it is raining or below the windchill/temperature 25° Fahrenheit, students will go outside for recess. Students too ill to go out for recess should remain at home until fully able to participate in all school activities. Contact the school nurse if there are special circumstances to be considered. (Behavior) All students are expected to follow school rules during lunch/recess as they would in their classroom. Continual failure to follow the McKinley Expectations during lunch/recess may result in disciplinary action.

Playground and Indoor Recess

The following are **not permitted at any time**:

Making and throwing of snowballs, climbing on snow mounds, sliding on ice; throwing of sticks, woodchips, etc.; rough games and/or physical contact. **The no "hands-on" rule is strictly enforced.**

Use playground equipment safely; sit on swings, keep both hands on climbing equipment, remember not to jump off the equipment. Students are to remain in the designated playground area. Line up when the bell rings and walk quietly in the building. Work with others quietly during indoor recess.

Cell Phones

Students are not permitted to have a cell phone out at school or at any time while on school property. If a cell phone is necessary for after school activities, students are required to keep it off and in their backpack, until they are off school property. If a student is seen with a cell phone, it will be confiscated and returned at the end of the school day.

Assessment

Promotion and Retention

Student performance during the school year is monitored closely by the classroom teacher. Parents will be involved early on if difficulties in learning occur beyond the normal childhood development. No students will be retained without the direct involvement of all members of a child's team, which may include (teacher, speech therapist, nurse, student, principal, specialists, etc). Please note that habitual attendance issues often lead to poor student performance, and ultimately, possible retention. It is important to state that the final decision in regards to retention will be made by the school district.

Kindergarten Readiness Assessment

All kindergarten students are assessed using the state required Kindergarten Readiness Assessment (KRA). Based on Ohio's Early Learning and Development Standards (birth to kindergarten entry), the assessment includes ways for teachers to measure a child's school readiness in six areas: social skills (social and emotional development, approaches toward learning), mathematics, science, social studies, language and literacy, and physical well-being and motor development. The assessment is designed to be flexible so that teachers can incorporate assessment activities into everyday classroom routines and activities. The new assessment may be conducted any time from July 1 through the 20th day of instruction and generates a report that teachers share with families. It provides information for families and teachers to help children learn and grow.

State Assessments

Students participate in all state mandated testing. Students may be further assessed individually based on results/decisions of the MTSS Team. Specific information regarding state mandated testing may be found on the Ohio Department of Education's website: www.ode.state.oh.us

Reading Diagnostics

Each year, McKinley Elementary must administer reading diagnostic assessments by September 30 for grades K-5. In order to determine whether a child is **on track** or **not on track** in Reading or may be at risk for Dyslexia, it is important to collect data from a variety of assessment sources.

The following table outlines the assessments McKinley administers to meet the deadlines set by the Third Grade Reading Guarantee and The Ohio Dyslexia Guidebook.

Grade Level	Fall	Winter	Spring
Kindergarten	<ul style="list-style-type: none"> ● KRA Language & Literacy Area ● Acadience ● Benchmark Advance Interim 1 (pretest) 	<ul style="list-style-type: none"> ● Acadience ● Benchmark Advance Interim 2 (after unit 3) 	<ul style="list-style-type: none"> ● Acadience ● Benchmark Advance Interim 3 (after unit 6) ● Benchmark Advance Interim 4 (post test)
1st and 2nd grade	<ul style="list-style-type: none"> ● Acadience ● Benchmark Advance Interim 1 (pretest) 	<ul style="list-style-type: none"> ● Acadience ● Benchmark Advance Interim 2 (after unit 3) 	<ul style="list-style-type: none"> ● Acadience ● Benchmark Advance Interim 3 (after unit 6) ● Benchmark Advance Interim 4 (post test)
3rd Grade-5th Grade	<ul style="list-style-type: none"> ● Acadience ● State Test (3rd only) ● Ohio Readiness Assessment (grades 4-5) 	<ul style="list-style-type: none"> ● Acadience ● Ohio Readiness Assessment 	<ul style="list-style-type: none"> ● Acadience ● State Test

Acadience Reading is a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. The assessment is composed of six brief measures that function as indicators of the essential skills that every child must master to become a proficient reader. These measures are used to regularly monitor the development of early literacy skills in order to provide timely instructional support and prevent the occurrence of later reading difficulties.

SAEBRS

The SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior (SEB) problems. SAEBRS is one of the only SEB universal screening tools built to align with a dual-factor model of student social-emotional functioning, which asserts that mental health should be defined by both the absence of problem behaviors and symptomatology (e.g., internalizing and externalizing behaviors) and the presence of well-being and competencies (e.g., social-emotional skills).

Health Services

There will be a school nurse available daily from 8:15-2:45. The school nurse maintains health records for each child. If your child has a special health problem, it is your responsibility to report it to the nurse. This would include severe illness, accidents, hospital stays, allergies, and communicable diseases. The school nurse may administer first aid, when necessary, but does not diagnose or treat illness. The nurse can, however, assist in directing parents and guardians to the proper source of care in the community.

If your child has a sore throat, earache, severe cold, or is running a temperature, he or she should not be sent to school. **A student cannot return to school until they have been fever-free for 24 hours without fever reducing medications.**

If your child is on medication, and the medication is to be dispensed in school, you must complete a form giving school personnel authorization to administer the medication. These forms are available from the school nurse and on the school website. Changes in medication or dosage require a new statement from the doctor. Per state mandate, children are not permitted to take over the counter medications (cough drops, Tylenol, etc.) without a note from the doctor.

Administration of Prescription Drugs In accordance with AM SB 262, adopted by the General Assembly, it shall be the policy of this Board of Education to permit the administration of prescription drugs to students by selected school personnel. Drugs prescribed by a physician may be administered to students provided all of the following criteria are met:

- 1.) The Superintendent or his/her designee received a written request that the drug be administered to the student, signed by the parent or guardian of the student.
- 2.) The Superintendent or his/her designee receive a statement signed by the prescribing physician that includes the following information:
 - Student name and address
 - School and grade of student
 - Name, dosage and time the drug is to be administered
 - Dates when administration of the drug should begin and end
 - Any severe reactions that should be reported to the physician
 - Physician's phone number
 - Any special instructions for administration of the drugs
- 3.) The parent or guardian agrees in writing to submit a revised statement signed by the physician if any of the information originally provided by the physician changes.
- 4.) The employee authorized to administer the drug receives a copy of the statement signed by the physician; such copy being provided to said employee by the next day following the original receipt by the Superintendent or his/her designee.
- 5.) The drug is received by the employee authorized to administer the drug in the container in which it was dispensed by the prescribing physician or licensed pharmacist, with the label attached. All prescription drugs covered by this policy shall be stored in a locked storage place under exclusive control of the building principal or his/her designee; if the medicine requires refrigeration, it shall be stored in the refrigerator not used by students. Any employee designated to administer drugs under this policy shall administer said drugs except when said employee shall object to duty on the basis of the employee's religious convictions, in which case, another employee shall be designated to administer a drug. No employee shall be designated to administer a drug who does not have

appropriate training in those cases in which special training or knowledge of procedures in drug administration are needed, such as injections. Students can't bring medication to school.

Vision and Hearing Tests

Visual acuity (distance vision) testing is routinely administered to all students, and all new enrollees throughout the year. As this testing is limited and primarily a screening device to pick up obvious defects, it cannot possibly spot all vision problems. It is suggested that your child's vision be tested prior to his/her entering school, as part of the medical examination, to assure that his vision is normal. Any defects that are identified by the school nurse are reported to the parents for further evaluation. Where there are concerns, a vision referral form is sent home for the eye specialist to complete and return to the school for your child's health records. No report is made if vision appears normal. Students in kindergarten are screened for amblyopic (lazy eye) and eye muscle balance. Boys in kindergarten will also be screened for color vision.

Hearing screenings (audiometry) are done on all students in grade kindergarten, first, third and fifth grade. Again, this testing is a basic screening device used to identify hearing problems. If your child does not pass his/her hearing screening and rescreening, a hearing referral form will be sent home recommending further evaluation.

Mild Allergies

Many students have mild allergies, such as springtime reactions to tree and grass pollen that cause itchy, watery eyes and runny noses. These types of mild allergies do not need to be reported on the nurse alert form.

Severe Allergies

If your student has a life-threatening allergy, the school will complete an allergy health care plan before he/she can attend school. Your child's school nurse and principal will work with students, parents and health care providers to develop the plan.

Illness and Accidents

In case of an accident at school, first aid ONLY is administered. If further care is required, we refer to the current information on Infinite Campus and notify you as soon as possible. Please keep this information up to date so that in case of emergency we can reach you or some other designated person. It is the parents' responsibility to obtain additional medical care. A child under 18 must have a parent or relative authorize care beyond first aid. If your child becomes ill in school, you will be contacted and expected to make arrangements for his/her transportation home. If a parent can not be reached, the school will call the emergency contacts listed by the parent in Infinite Campus until someone is reached. All emergencies are referred to 911.

The Safe At School Movement

The Fairport Harbor Schools are proud to be a part of the Safe at School Movement for students with Type 1 Diabetes. We believe that effective school-based diabetes management requires three things: Basic diabetes

training for all staff who work with affected students. Shared responsibilities for care, with leadership by the school nurse and that self management be allowed in all school settings for students with capacity. If your child is diagnosed with T1D please contact your child's principal for more information.

Communicable Diseases

The Fairport Harbor Schools work with The Lake County Department of Public Health to help protect children from spreading communicable diseases. Keeping children home when they are too sick for school protects other students and staff from potential illness. If your child has any of the following symptoms, please keep him/her home, or make appropriate child care arrangements. You will need to pick your student up from school as soon as possible if he/she shows any of the following symptoms at school:

- Fever: temperature of 100 degrees Fahrenheit or higher. Child must not have a fever for 24 hours, without the use of fever-reducing medicines such as Tylenol, before returning to school.
- Vomiting: children cannot return to school for 24 hours following the last episode of vomiting.
- Lice, scabies: Children may not return to school until they have been treated and no live lice (or nits) are present. Children with scabies can be admitted after treatment.
- Chronic cough and/or runny nose: continual coughing and greenish nose discharge. Conditions may be contagious and may require treatment from your healthcare provider.
- Sore throat: especially with fever or swollen glands in the neck.
- Rash: body rash, especially with fever or itching.
- Ear infection: with fever. Without fever, the child can attend school but may need medical treatment and follow-up. Untreated ear infections can cause permanent hearing loss.
- Eye infection: pink eye (conjunctivitis) or thick mucus or pus draining from the eye.
- Unusual appearance, behavior: abnormally tired, pale, lack of appetite, difficult to wake, confused or irritable.

These reasons are sufficient to exclude a child from school. If you decide that your child is too sick to attend school, it is important that you call the school's attendance line as early as possible each morning to report your child's absence. If you do not call the school, the school will call you to confirm the absence. Attendance phone numbers are listed on the front page of each school's website.

Vaccine Schedule

All students attending school are required by law to have the following immunizations:

<http://www.odh.ohio.gov/odhprograms/bid/immunization/imunchsc.aspx>

Ohio Immunization Summary for School Attendance, 2025-2026



Vaccine/Grade	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	
DTaP Diphtheria, Tetanus, Pertussis	4 or more doses													
Hep B Hepatitis B	3 or more doses													
MMR Measles, Mumps, Rubella	2 doses													
Polio	3 or more doses													
Varicella (Chickenpox)	2 doses													
Tdap Tetanus, Diphtheria, Pertussis									1 dose					
MCV4 Meningococcal ACWY									1st dose				2nd dose	

Important Notes:

- Vaccine should be administered according to the most recent version of the [Recommended Child and Adolescent Immunization Schedule](#) for ages 18 years or younger or the [Catch-up immunization schedule for persons aged four months-18 years who start late or who are more than one month behind](#), as published by the Centers for Disease Control and Prevention's Advisory Committee on Immunization Practices.
- Vaccine doses administered less than or equal to four days before the minimum interval or age are valid (grace period). Doses administered greater than or equal to five days earlier than the minimum interval or age are not valid doses and should be repeated when age appropriate.
- If MMR and varicella are **not** given on the same day, the doses must be separated by at least 28 days with no grace period.
- For additional information, please refer to the [Ohio Revised Code 3313.67](#) and [3313.671](#) and the [Ohio Department of Health \(ODH\) Director's Journal Entry](#) regarding school immunization requirements, recommended vaccines, and exemptions to immunizations.
- Please contact the Ohio Department of Health Immunization Program at 800-282-0546 or 614-466-4643 with questions.**



Ohio School Immunization Requirement Details

<p>DTaP Diphtheria, Tetanus, Pertussis</p>	<p>Grades K-12</p> <p>Four or more doses of DTaP or DT vaccine, or any combination. If all four doses were given before the fourth birthday, a fifth dose is required. If the fourth dose was administered at least six months after the third dose, and on or after the fourth birthday, a fifth dose is not required.</p> <p><i>Recommended DTaP or DT minimum intervals for kindergarten students are four weeks between the first and second doses, and the second and third doses; and six months between the third and fourth doses and the fourth and fifth doses.</i></p>
<p>Hep B Hepatitis B</p>	<p>Grades K-12</p> <p>Three doses of hepatitis B vaccine. 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 eight weeks after the second dose. The last dose in the series (third or fourth dose) must not be administered before age 24 weeks.</p>
<p>MMR Measles, Mumps, Rubella</p>	<p>Grades K-12</p> <p>Two doses of MMR vaccine. The first dose must be administered on or after the first birthday. The second dose must be administered at least 28 days after the first dose.</p>
<p>Polio</p>	<p>Grades K-12</p> <p>Three or more doses of IPV vaccine. The FINAL dose must be administered on or after the fourth birthday with at least six months between the final and previous dose, regardless of the number of previous doses.</p> <p><i>If any combination of IPV and OPV was received, four doses of either vaccine are required. Only trivalent OPV (tOPV) counts toward the U.S. vaccination requirements. Doses of OPV administered before April 1, 2016, should be counted (unless specifically noted as administered during a campaign). Doses of OPV administered on or after April 1, 2016, should not be counted.</i></p>
<p>Varicella (Chickenpox)</p>	<p>Grades K-12</p> <p>Two doses of varicella vaccine must be administered prior to entry. The first dose must be administered on or after the first birthday. The second dose should be administered at least three months after the first dose; however, if the second dose is administered at least 28 days after the first dose, it is considered valid.</p>
<p>Tdap Tetanus, Diphtheria, Pertussis</p>	<p>Grades 7-12</p> <p>One dose of Tdap vaccine must be administered on or after the tenth birthday. Tdap can be given regardless of the interval since the last tetanus or diphtheria-toxoid containing vaccine.</p> <p><i>Children aged seven years or older with an incomplete history of DTaP should be given Tdap as the first dose in the catch-up series. If the series began at age seven to nine years, the fourth dose must be a Tdap given at age 11-12 years. If the third dose of Tdap is given at age 10 years, no additional dose is needed at age 11-12 years.</i></p>
<p>Meningococcal Meningococcal ACWY</p>	<p>Grades 7-11</p> <p>One dose of meningococcal (serogroup A, C, W, and Y) vaccine must be administered on or after the 10th birthday.</p> <p>Grade 12</p> <p>Two doses of meningococcal (serogroup A, C, W, and Y) vaccine. Second dose on or after age 16 years. If the first dose was given on or after the 16th birthday, only one dose is required.</p>

According to ORC, the student may not remain in school beginning **day 15 without proof of immunization.**

Special Programs/ Events

Student Council

Advised by a staff member, the Elementary Student Council meets regularly and provides experiences around:

- Functioning democracy
- Discussion and action on school related topics and programs
- Projects enabling students to view themselves as integral working part of a larger community

Fundraising Projects

The school PTO sponsors several fund-raising activities during the school year. All families are asked to participate. Funds raised are spent directly on students to enrich their educational experiences. Nonpayment for fundraising items orders may result in the denial of the child's future participation in fundraising activities. 5th grade students also participate in various fundraisers for class costs.

Latchkey

Latchkey is available before and after school for students on site through the Educational Service Center of the Western Reserve. Latchkey hours are from 6:30am to 8:20 am and 3pm to 6:00pm. Students in latchkey will typically meet in the McKinley Gymnasium unless otherwise specified. If you have questions about this program please contact the Lake County Educational Service Center at 440.350.2563.

Summer Bridge Program

Summer Bridge Programs are offered based on student need during the summer months. Teachers plan and deliver instruction in various areas such as Language Arts and Math. These programs are used as skill maintenance options and for the development of social skills. Information is sent home in the spring of each school year.

Safety Patrol

Fifth grade students serve on safety patrol duty before and after school every day, weather permitting. Parents/ guardians must give consent for their students to participate. School staff supervise the students on patrol and all students are expected to respect and cooperate with patrol members. The patrol helps students cross to and from school, but does not direct traffic.

Class Parties

Room parents and classroom teachers work together to plan any class parties. There will be one head room parent and 2 parent helpers assigned to each classroom. No other parents will be permitted to attend classroom parties.

Siblings will not be permitted to attend classroom parties. Party set up will begin at 1:30 and class parties will run from 1:45-2:30. These interludes during the school day are short in order to preserve instructional time. The times, dates and circumstances vary; specific information is sent home prior to the event. Due to possible allergies no homemade items or items that do not contain an ingredient list will be permitted. Prepackaged snacks and treats are welcome. **To become a room parent, you must be a member of the PTO and attend all meetings. Sign-ups will take place at PTO meetings. If you are unable to attend the meetings please reach out and we will try our best to accommodate.

Field Trips

Parental permission in writing must be given for students to go on field trips. Parents will be notified in advance when a field trip takes place. Some trips require a fee for admission. At the beginning of the school year all parents are asked to sign a "walking" field trip form. There are occasions where teachers take students to various places in our community that are within walking distance.

Communication

School District Website

The school district website www.fhevs.org is a useful communication tool that is utilized to share information with families. Please familiarize yourself with it and check it frequently. The school also uses A Facebook fan page called Fairport Harbor Schools to communicate with parents. Please "Like" our page for updates. A weekly newsletter will be sent out to our families every Monday with needed information.

Infinite Campus

All K-12 school districts use a database system for managing student information and maintaining student records. Infinite Campus is a district-wide student information system designed to manage attendance, grades, schedules, assessments, and other information about the students in Fairport Harbor Exempted Village Schools(FHEVS)

Campus Portal is a confidential and secure website that provides parents, guardians, and students access to real-time student information, such as; attendance, grades, assignments, schedules, etc. The portal also displays announcements and allows course selection for the next school year. To get your login information contact our main office. Parents are required to have an account and login regularly.

District Policies

Copies of the Board of Education policies are available online and at the public library. Board policies govern all activities related to the school district.

Campus Messenger

When possible, the building administrator will use the phone-based "Campus Messenger" system to inform families and staff of upcoming events or school closings.

Communication

A weekly newsletter will be sent out to our families every Monday with needed information. McKinley Elementary school has its own web site with a calendar and news about the schools.

School Closings

The policy of the Fairport Harbor EV Schools is to make every effort to hold classes. The decision to close schools in inclement weather is based primarily upon the ability of our buses (Auburn Vocational and Parochial Schools) to run their respective bus routes and/or excessively low wind chill temperature factors. Every effort will continue to be made to announce the closing of schools the night before the day it would occur based upon weather forecasting. A messenger will be sent out making families aware of school cancellations. Realizing the varied nature of weather conditions between and among our communities, some parents may decide to keep their children home because of weather conditions in their neighborhood. Although these children will be counted as absent from school, they will not be penalized for being absent.

Safety and Emergency Preparedness

General

We have several procedures in place to maintain students' safety, including:

- Our School Resource Officer will be visible throughout the school day and available to assist with various situations.
- Visitor management and check-in procedures, including photo ID requirement and badges issued when visitors register at buildings' main entrances. Students, parents, teachers and citizens share responsibility for the protection of schoolchildren. Some basic safety suggestions include:
- Parents/guardians should work with children to map out the safest route to and from school
- Drivers must take extreme care when picking up or discharging children from cars at school, pulling to the sidewalk nearest the school
- Children should come directly to school and proceed directly home unless previous plans have been made. School staff members are not responsible for supervision of students after dismissal
- All should obey the safety patrol and cross only at intersections
- All persons picking up must be listed in Infinite Campus and must be approved by the students guardian.

Leaving School Grounds

Students must remain on school grounds at all times, including during lunch, unless the parent/guardian has provided prior written permission. To maintain students' safety, no one may remove a student from the school during school hours except his/her legal guardian unless the legal guardian explicitly authorizes otherwise. Only an authorized adult may sign out a student. A student must be signed out in the school office.

Animals

Generally, pets must be left at home, though occasionally, certain animals are included in the elementary classroom as part of the instructional program. Please follow the guidelines below:

- Pets, even those on a leash, are not allowed on the school grounds at any time before or after school and during lunch, unless approved by the principal.
- The school principal must give permission to a classroom teacher before an animal is brought into the building.
- Animals permitted in the classroom should be on a leash or in a cage or carrier and children are not permitted to touch them. Service animals are covered under board policy. If your child has a Trained Service Animal please contact the office for further information.

Bicycles/Scooters

Students may ride their bicycle/scooter to school at the discretion of their parents or guardian. The bicycle racks located on the school playground are to be used. The school holds no responsibility for lost or damaged bicycles/scooters. Bicycles/scooters are not to be ridden in areas where other students are walking. Students not following basic safety procedures or displaying common courtesy may lose this privilege.

Severe Weather

In cases of severe weather, the Fairport Harbor School District operates under specific emergency procedures for notifying parents/guardians while evacuating and maintaining safety for students and staff. Regular drills are conducted during the spring tornado season to help the school community prepare. When severe weather occurs at dismissal time, students are kept indoors until danger has passed. Parents/guardians should wait to pick up students until students exit the building.

Student Injury

The district follows the Health Department Protocol for students who are injured on school property. The Ohio Department of Health (ODH) provides a Student Injury Report Form and guidelines as an example for districts to use in tracking the occurrence of school-related injuries. ODH suggests completing the form when an injury leads to any of the following:

1. The student misses 1/2 day or more of school.
2. The student seeks medical attention (health care provider office, urgent care center, emergency department).
3. EMS 9-1-1 is called.

FHEVS Follows this Protocol for reporting injuries. In addition, all visits to the School Nurse for injury or illness are documented in Infinite Campus.

Safety Plan

The Fairport Harbor Schools work in close concert with the Fairport Harbor Police Department, Fairport Harbor Fire Department, and Lake County Sheriff's Department on crisis planning measures. A Safety Committee meets regularly to address safety issues. School principals regularly review procedures with their staff members for the drills and/ or threats likely to confront the school community: lockdowns, bomb or bio threats and fire and tornado drills. Fairport Harbor Schools' Crisis Plan includes procedures for each of these situations. The district conducts annual drills in each building, as required by the state of Ohio. During a lockdown, only students, staff members and parents/visitors with visible visitor tags are allowed in school spaces. The district's Campus Messenger notification system contains emergency contact information for every student and staff member, allowing the district to make immediate contact in case of an emergency situation in one of the schools.

Safety Drills

A regular part of training and preparedness in the school setting, these drills are held to acquaint students and staffers with the quickest and safest exit routes.

Fire: The State of Ohio requires monthly fire drills during the school year. Observe fire exit rules and regulations posted by the doorway of each classroom.

When the fire alarm sounds:

1. Use the proper exit route to the outside.
2. Walk quickly, don't run.
3. Be quiet so that instructions can be heard.
4. Move away from the exits and off the access roads once you get outside the building for safety and access of emergency vehicles.

Tornado: There will be periodic tornado drills during tornado season. Drills and warnings will be announced over the P.A. system and/or by sirens. Each class is to report to the specified shelter area. Check the tornado positions posted by the doorway of each classroom.

Lockdown: In the unlikely and unfortunate event that an intruder is in the building, it is essential that students and staff be familiar with procedures in order to respond quickly. Periodically, a lockdown drill will be implemented for this purpose. Students are to immediately get to the nearest room, as directed by staff, and follow staff instructions.

Crisis Management: The Fairport Harbor Schools have a disaster plan in place to address a myriad of potential adverse events, including severe storms, fires, natural disasters or unwanted visitors to our school buildings. Each building and the staff members in those buildings are familiar with the crisis plan and what actions they are to take to safeguard the children in their charge.

Parents and Community

Parental Expectations / Involvement / Responsibilities /Rights

It is our expectation that all parents/guardians become active participants in the education of children in their care. Assuring basic food and shelter needs, compliance with attendance laws, helping with homework completion, reinforcing classroom expectations are the basic minimums our school suggests. Parent participation is always welcome.

Student Use of Building After Hours

Students may not use the school building and other similar school facilities unless the school principal has given permission for its usage. Any pupil use of facilities must be under the direct supervision of a responsible adult.

Students must have an adult present when using the playground after hours.

Smoking

The board and administration of Fairport Harbor Schools and state law support a smoke-free school environment. Smoking/vaping by any person may not occur anywhere on or around the McKinley campus.

Report Cards

Report cards are calculated four times each year to formally acknowledge student progress and attendance. Report cards are located on Infinite Campus. Parents may monitor their child's progress throughout the grading period by logging on to the Infinite Campus Parent Portal. Paper copies of report cards will not be sent home.

Parent /Teacher Organization

McKinley School Parent Teacher Organization is composed of parents, school staff, and interested community members. All parents should join this service-oriented group. Your time, effort, and energy are needed to promote the additional educational offerings children are offered by this organization.

Visitors

For the safety of our students no visitors will be permitted in the building during the educational day without prior approval from the building principal. Anyone visiting McKinley must stop at the main office upon entering the building. All visitors need to sign in and sign out.

Electronics

These items are not required for school and thus should be left at home. In the event that the electronics are part of a PBIS incentive such as "Electronics Day" and approved by the teacher, devices will be permitted. **The school assumes no responsibility for lost or stolen items.**

Student Records

Student permanent records are kept on file in the school office. Files contain, immunization records, school pictures, custody papers, proof of residency, and other official documents. Students having an Individual Education Plan (IEP) have an additional file stored in a secure location. These files contain files such as individual assessment materials, student performance information, medical documents, speech and language reports, and team reports.

Student Insurance

Student accident insurance is available to all families for a nominal charge. Contact any school office for further information. Some families who have children participating in extracurricular activities take advantage of this annual offer.

School Fees

The Fairport Harbor Schools do not charge fees for students to participate in sports/extra curricular activities. Fees incurred by students participating in the Federal Student Lunch Program (such as overages on the student account) are not included in this section.

Custody

In order to facilitate the enforcement of the Missing Child Law and to assist in other aspects of school administration, the law requires each entering family to provide a certified copy of any child custody order or decree which has been issued with respect to the student.

The custodial parent of such a student must also provide the school with certified copies of any later court orders that modify the original order or decree. **McKinley staff and administration are legally bound to follow the guidelines listed in any court order.**

A non-custodial parent may request and receive a copy of the child's report card, the permanent record, and the opportunity to hold a teacher conference.

Only the custodial parent has the right to make educational decisions requested by the school. Stepparents have no rights to records, reports, or conferences unless the custodial parent confers these rights to them and provides written notice of this to the principal.

Lost and Found

Lost and found items will be placed on the shelf located in the main hall by the kitchen. All items that your child brings to school should be labeled with his or her name. All lost and found items are cleaned out periodically during the school year and any unclaimed items will be donated to charitable organizations.

Directory Information

The FHEVSD recognizes the inherent right of privacy of students in the district. The district adheres to all requirements of the Family Educational Rights and Privacy Act of 1974 and State and Federal open records laws. Parents of students have the right to file formal complaints concerning alleged failures by the district to comply with the requirements of these laws. Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy is disclosed. Directory information includes but is not limited to, the student's name, address, telephone listing, electronic mail address, photograph, including but not limited to yearbooks, date and place of birth, dates of attendance, grade level, enrollment status, participation in officially recognized activities, honors and awards received, and the most recent educational agency or institution attended. Directory information is considered public information and may be released without consent; however, parents of students have the right to refuse the release of directory information. Notice of this refusal should be given to the school principal in writing within ten days of receipt of this handbook.

Dress Code

All students are expected to practice proper hygiene and to dress themselves neatly in clothes suitable for school activities. This includes proper outerwear when the weather is wet, snowy, or cold. Proper dress for school is the responsibility of the parent/guardian.

Shorts of the proper length are acceptable at school during warm weather. To determine if the shorts are of the proper length, the shorts must be a maximum of 3 inches above the knee. Also, no child should come to school in shorts that are too tight or too sheer.

Inappropriate School Attire Tube tops, halter-tops, and any top that displays a bare midriff or navel are unacceptable school attire. Tank tops or muscle shirts are not appropriate for modest dress in school. These include shirts with large armholes, low-scooped necks, or slender straps. A general guide is to keep the straps approximately 2 inches wide. Any clothing advertising alcoholic beverages, tobacco products, or those with messages where the language can be construed as offensive are prohibited. Flip-flop and open-backed shoes present safety hazards for students in the classroom, hallways and playground. Students should not wear these shoes to school.

Hats are not permitted in the building. Large chains or other accessories that could harm a student are also not permitted. Students should wear appropriate clothing for an educational setting.

Parents should determine the manner of dress for their children with consideration to safety, health, and appropriateness. It is in the best interest of all students to have under clothing covered by outer clothing at all times. Students may wear shorts to school, weather permitting. Comfortable shoes with rubber soles are best for our environment. Shoes with heels and leather soles are slippery on tile floors, because students will be going outside unless the weather is very inclement. Please have your student dress for the weather.

Nutrition Services

Federal Student Lunch Program

McKinley Elementary provides daily lunch and breakfast in conjunction with the Riverside Local Schools. All students are eligible to participate in the lunch program. Students may be eligible for a free or reduced price school lunch if they are financially eligible. Students make the selection for their lunch in the morning when they get to school- All lunch money is prepaid by the parent. Children may bring lunch to school, however, "hot" items will not be permitted to be reheated in the school. Soda, energy drinks, and caffeinated beverages are not permitted at any time.

An important
message from the
**Emergency
Management
Agency**



Perry Nuclear Power Plant/Evacuation Response

Fairport Harbor Exempted Village School District

Dear Parent,

The Fairport Harbor Exempted Village School District, in coordination with the Lake County Emergency Management Agency, has developed plans to protect students should an emergency at the Perry Nuclear Power Plant require protective response by our District. If a Site Area Emergency is declared, children will be relocated to the assigned receiving schools unless it is determined that there is no possibility of radiological release, based upon the emergency. If a General Emergency is declared and an evacuation has been recommended for the area which includes our school district, and students have not already been relocated, students will be safely used by LakeTran to schools in Kirtland School District. Parents or legal guardians will be requested to pick up their children at the receiving school buildings. A list of receiving schools for each school district is included in the First Energy Emergency Preparedness Information Brochure and local telephone directory. School staff will accompany students to receiving schools and remain with students until all students are picked up. It is not necessary to rush. Drive safely to the receiving school and your child will be waiting for you under the supervision of school staff. Children will be released to parents or legal guardians through normal district release procedures. If your son or daughter drives to school or rides with another student, they will not be permitted to take their vehicle and will be buses to the pick-up location. If you have not picked up your child at the receiving school within a reasonable time, as determined by the superintendent, he/she will be moved to the care center at Kirtland High School. If the Kirtland location is not in operation, students will be moved to South High School, 5000 Shankland Rd, Willoughby, and provided with food, shelter and supervision. In order to ensure the safety of the District's school children, we request your cooperation.

FHEVS Notification of Rights under FERPA



The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are: (1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal or Director of Special Education a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment (or change) of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write to the School principal or Director of Special Education, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. (4) The release of a student's educational records is governed by FERPA and Section 3319.321 of the Ohio Revised Code. Both FERPA and Ohio law allows the release of "directory information" without prior consent, unless the parent/guardian or eligible student age 18 or older) requests, in writing, that directory information not be disclosed. The District considers the following information "directory information":

•Student's name; Student's address; Telephone number (s); Student's date and place of birth; Major field of study; Participation in officially recognized activities and sports; Student's weight and height for members of athletic teams; Dates of attendance ("from and to" dates of enrollment); Student's achievement awards or honors. Date of graduation. Student's grade; and The most recent educational agency or institution attended.

Additionally, authorized District employees may videotape and/or photograph students engaged in classroom and extracurricular programs, activities and other school functions. Videotapes and/or photographs may be shared with the public through the District's newsletters, reports, web site or other District communications, unless the parent/guardian or eligible student requests, in writing, that videotapes or photographs of the student not be publicized. A form is available, upon request, for those parents/guardians or eligible students who do not want directory information released and/or do not want videotapes or photographs published. The District, directly or through it's A-Site, will also release personally identifiable student information to another school, school system or institution of postsecondary education in which a student seeks or intends to enroll or that is providing services to the student upon receiving a request from the institution. Parents/guardians or eligible students will receive a copy of all information disclosed upon request.

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fairport Harbor Exempted Village Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office / U.S. Department of Education / 400 Maryland Avenue, SW / Washington, DC 20202-4605



Fairport Harbor Exempted Village School District

Chromebook Procedures and Information

INTRODUCTION

The focus of the 1-1 Chromebook initiative is to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology be seamlessly integrated throughout the educational program. Increasing access to technology is essential for that future, and one of the learning tools of these 21st-century students is a Chromebook. The individual use of Chromebooks is a way to empower students to maximize their full potential and to prepare them for college and the workplace. The Chromebook is a next-generation device that makes learning more engaging and accessible.

RECEIVING AND RETURNING A CHROMEBOOK

Receiving a Chromebook

- a. Each student will receive a Chromebook, case, and charger.
- b. Parents /guardians and students must sign and return the Student Computer Use Policy and Student Pledge documents before a Chromebook is issued to the student.
- c. Chromebooks will be labeled with a tag number.
- d. The Chromebook is the property of the Fairport Harbor Exempted Village School District (FHEVS), and as a result, may be subject to inspection at any time. The student should have NO expectation of privacy of materials found on a Chromebook or a school-supplied or supported cloud service.**

Returning a Chromebook

- a. Chromebooks and all School District accessories will be returned during the final week of school so they can be checked for serviceability.
- b. Chromebooks must be returned immediately when a student transfers out of the School District, is expelled, or terminates enrollment for any reason.

Fines Related to a Chromebook

- a. Chromebooks, cases, and chargers will be turned in to the FHEVS staff when requested in satisfactory condition. Chromebooks will be inspected for damage. In the case of abuse, neglect, or intentional damage, the student/parent/guardian will be charged a fee for needed repairs, not to exceed the replacement cost of the Chromebook. The IT Department will make the final determination of any fees assessed.
- b. If a student fails to return the Chromebook, the student/parent/guardian will pay the replacement cost of the Chromebook. Failure to return the Chromebook or pay the replacement cost will result in a theft report filed with the Fairport Harbor Police Department.
- c. In the case of damage to the Chromebook throughout the year, the student/parent/guardian will be charged according to the fee schedule.

TAKING CARE OF A CHROMEBOOK

1.1 General Precautions

- a. Chromebooks must be charged for school each day. This is the student’s responsibility.
- b. Avoid applying liquids to the Chromebook. The Chromebook screen can be cleaned with a soft, slightly water-dampened, lint-free, cloth. Avoid getting moisture in the openings. Do not use window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives to clean the Chromebook.
- c. Do not lift, carry, or otherwise grab the Chromebook by the screen.
- d. Do not attempt to gain access to the internal electronics or repair a Chromebook. If a Chromebook fails to work or is damaged, report the problem to the Main Office.
- e. There is no altering of system software (known as “jail breaking”) of this device.
- f. Never throw or slide a Chromebook.
- g. Cords and cables must be inserted carefully into the Chromebook to prevent damage.
- h. Chromebooks and district-provided cover must remain free of any writing, drawing, stickers, or labels that are not the property of the School District.
- i. Chromebooks have a unique identification number and at no time should the numbers or labels be modified or removed.
- j. Chromebooks should be placed vertically in the top locker compartment or in a backpack/bookbag to avoid putting any pressure on the screen.
- k. Chromebooks must not be left in a vehicle or a location that is not temperature controlled.
- l. Chromebooks are assigned to individual students and the responsibility for the care of the Chromebook solely rests with that individual. Students should not lend their Chromebook to another person.

1.2 Screen Care

The Chromebook screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- a. Do not place anything near the Chromebook that could put pressure on the screen.
- b. Do not place anything in the carrying case that will press against the cover.
- c. Clean the screen with a soft, dry cloth or an antistatic cloth.
- d. Do not “bump” the Chromebook against lockers, walls, car doors, floors, etc. as it will eventually break the screen.

USING YOUR CHROMEBOOK AT SCHOOL

Chromebooks are intended for use at school each day. In addition to teacher expectations for Chromebook use, school messages, announcements, calendars, and schedules may be accessed using the Chromebook. Students should bring their Chromebook to all classes unless specifically instructed not to do so by their teacher. When not being carried to class, the Chromebook should always be stored in a secure (locked) location.

1.3 Chromebooks Left At Home

If a student leaves the Chromebook at home, the student is responsible for getting the coursework completed as if the Chromebook were present.

1.4 Chromebook Undergoing Repair

Loaner Chromebooks may be issued to students when their Chromebooks are being repaired by the school. A limited number of “loaner” Chromebooks are available, so having a “loaner” is not guaranteed.

1.5 Charging Your Chromebook’s Battery

Chromebooks must be brought to school each day in a fully charged condition. Students need to charge their Chromebooks each evening. Repeat violations will result in students losing at-home privileges.

1.6 Screensavers/Background Photos

Inappropriate media may not be used as a screensaver or background photo. Inappropriate media includes but is not limited to the presence of guns, weapons, pornographic materials, inappropriate language, tobacco, alcohol, drug, gang-related symbols, or pictures and will result in disciplinary actions.

1.7 Sound, Music, Games, and Apps

Each student will have a Google for Education account managed by the Fairport Harbor Exempted Village School District. This account will be the conduit through which apps are downloaded to the Chromebook. Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. Earbuds or headphones must be purchased by the student and use is subject to individual classroom rules.

a. Appropriate music is allowed on the Chromebook. Earbuds/headphones may be used in the classroom based upon individual teacher approval. The use of streaming music apps is prohibited.

1.8 Home Internet Access

THE CHROMEBOOK DOES NOT HAVE A FILTER FOR THE INTERNET! Parents/guardians, please take the necessary precautions for internet safety with your student! Reminder: The School District provides internet filtering on the district’s network. These filters do not apply in any other location. It is the family’s responsibility to monitor the student’s use of the internet outside of the school setting.

All students should recognize and guard their personal and private information. While on the Internet, students shall not reveal personal information, including a home address or phone number, or the address or phone numbers of other students.

MANAGING YOUR FILES & SAVING YOUR WORK

1.9 Saving To The Chromebook/Cloud Storage

Students should save work to the district-provided Google Drive account. In the event, a Chromebook has to

be reimaged or restored to factory settings. It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Chromebook malfunctions are not an acceptable excuse for not submitting work.

SOFTWARE ON Chromebooks/Student Google Accounts

1.10 Originally Installed Software

The apps and operating system originally installed by the School District must remain on the Chromebook/Student Google Account in usable condition and be easily accessible at all times. From time to time the school may add additional apps and upgrades. Periodic checks of Chromebooks will be made to ensure that students have not removed required apps or installed inappropriate material.

1.11 Additional Software

Other apps may be added by the school or the student throughout the school year.

1.12 Inspection

Students will be selected at random to provide their Chromebook for inspection. Chromebook use and contents will also be monitored remotely.

1.13 Procedure For Reloading Software

If technical difficulties occur, the Chromebook will be reset to factory settings. The school does not accept responsibility for the loss of any apps or documents deleted due to the necessity of a reformat and/or reimage.

1.14 Mobile Device Management (MDM) Profiles

Mobile Device Management (MDM) Profiles Installed by the District on Chromebooks are not to be removed. Students who do not have active profiles on their machines or who removed profiles will be subject to appropriate disciplinary consequences.

COMPUTER NETWORK AND INTERNET ACCEPTABLE USE POLICY AND AGREEMENT

The Fairport Harbor Exempted Village School District is pleased to make available to students access to interconnected computer systems within the District and to the Internet, the worldwide network that provides various means of accessing significant educational materials and opportunities.

In order for the district to be able to make its computer network and the Internet available to students, all students must take responsibility for the appropriate and lawful use of these services. While the district's teachers and other staff will

make every reasonable effort to supervise student use of the network and Internet access, student cooperation is essential in exercising and promoting responsible use of this access.

The following is the Computer Network and Internet Acceptable Use Policy and Agreement ("Policy") for students of the Fairport Harbor Exempted Village School District. Upon reviewing, signing, and returning this Policy and Agreement as directed, each student will be given the opportunity to enjoy and benefit from network and Internet access and is agreeing to follow this Policy. If a student is under 18 years of age, s/he must also have his or her parent or guardian read and sign the Policy. The school district cannot provide network/Internet access to any student who, if 18 or older, fails to sign and submit the Policy to the school as directed or, if less than 18, does not return the Policy as directed with the signatures of the student and his/her parent or guardian.

Listed below are the provisions of this policy regarding computer network and Internet use. If you have any questions about these provisions, you should contact your principal or the person that your school has designated as the one to whom you can direct your questions. If any user violates this Policy, the student's access will be denied, if not already provided, or withdrawn and s/he may be subject to additional disciplinary action.

I. Personal Responsibility

By signing this Policy, you are agreeing not only to follow the rules in this Policy but are agreeing to report any obvious misuse of the network to your principal or a person designated by the school for such reporting. Misuse means any violations of this Policy or any other use that is not included in the Policy but has the effect of harming another or his or her property.

II. Term of the Permitted Use

A student who submits to the school, as directed, a properly signed Policy and follows the Policy to which s/he has agreed will have computer network and Internet access during the course of the current school year only. Students will need to sign a new Policy yearly while they are students to receive future access.

III. Purpose and Use

A. The school district is providing access to its computer networks and the Internet only for educational purposes. If you have any doubt about whether a contemplated activity is educational, you may consult with your teacher or another designated person to help you decide if a use is appropriate.

B. Netiquette. All users must abide by the rules of network etiquette. When using computers...

1. **Be Polite and Courteous.** Always use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language. Don't engage in defamation (harming another's reputation by lies). Never make ethnic, sexual preference, or gender-related slurs or jokes while on a computer or online. Do not transmit offensive or harassing messages.
2. **Be safe.** *When using the computer network and Internet, do not reveal personal information such as your home address and telephone number to others online. Do not arrange a face-to-face meeting with someone you meet on the computer network or Internet, if you are under 18, without parental permission, and regardless of age, in a secluded place or in a private setting.* Also, never disclose to others your own network user name or password.
3. **Be Honest.** Do not employ another's password or some other user identifier that misleads others into believing that someone other than you is communicating or otherwise using his/her access to the network or the Internet. Also, to prevent someone else from pretending to be you, do not disclose to others your own network user name or password.

4. Be Lawful. Never offer for sale or use any substance the possession or use of which is prohibited by the school district's Student Code of Conduct. Never view, transmit or download pornographic, vulgar, or otherwise inappropriate materials or materials that encourage others to violate the law. Do not intrude into the networks or computers of others or download or transmit confidential, trade secret information, or copyrighted materials. *Even if materials on the networks are not marked with the copyright symbol, you should assume that all materials are protected unless there is explicit permission on the materials to use them.* Never upload or download computer worms, viruses, trojans, time bombs, or other harmful programming. Do not damage/vandalize the school's technology resources.

5. Be Aware. It is unlawful to circumvent or attempt to circumvent any district network or Internet *security, controls,* and/or *internet filtering* features. Computer, network, and Internet services are intentionally limited and controlled at school and any attempt to infiltrate any unauthorized programs, files, features, and/or services will result in disciplinary action against the student.

6. Be Responsible. All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guides to materials to shun. If a student finds that other users are visiting offensive or harmful sites, he or she should report such use to the principal or the person designated by the School.

7. Be On Task. Access to school computers is provided to enhance educational opportunities. Students are not allowed to sell or buy anything over the Internet while at school. You should never give others private information about you or others, including credit card numbers and social security numbers.

Students are not permitted to play online computer games on district-owned computers.

IV. Privacy

Network and Internet access are provided as a tool for your education. The school district reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access, including student-created files residing on school computers, and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the school district and no user shall have any expectation of privacy regarding such materials.

V. Failure to Follow Policy and Breach of Agreement

The user's use of the computer network and the Internet is a privilege, not a right. A user who violates this Policy and breaches his/her Agreement, shall at a minimum, have his or her access to the computer network and Internet terminated, which the school district may refuse to reinstate for the remainder of the student's tenure in the district. Other disciplinary action may also follow. Further, a user violates this Policy and Agreement if s/he permits another use to use his/her account or password to access the computer network and Internet, including a user whose access has been denied or terminated.

VI. Disclaimer of Liability

The District makes no guarantee that the functions or services provided by or through the computer network and Internet will be error-free or without defect. The District will not be responsible for any damage you may suffer including but not limited to loss of data, interruptions of service, or exposure to offensive material. The District is not responsible for the accuracy or quality of the information obtained through or stored on the computer network or Internet. The District will not

be responsible for financial obligations arising from the unauthorized use of the system. Due to the nature of electronic communications, it is not possible for the District to guarantee the confidentiality of emails sent and received over the computer network and the Internet.

VII. Updates

Users, and if appropriate, the user's parents/guardians, may be asked in the future to provide new or additional registration and account information or to sign a new Policy, for example, to reflect developments in the law or technology. Such information must be provided if the user wishes to continue to receive service.

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet services to its students. The District's Internet system has a limited educational purpose. The District's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Student use of the District's computers, network, and Internet services ("Network") will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network).

The Board encourages students to utilize the Internet to promote educational excellence in our schools by providing them with the opportunity to develop resource sharing, innovation, and communication skills and tools that are essential to both life and work. The instructional use of the Internet will be guided by the Board's policy on instructional materials.

The Internet is a global information and communication network that provides students and staff with access to up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people worldwide. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

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

According to Federal law, the Board has implemented technology protection measures, which protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the board's discretion or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor students' online activity to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology

protection measures may not be disabled at any time that students may be using the Network if such disabling will cease to protect against access to prohibited materials under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or designee may temporarily or permanently unblock access to sites containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable, or controversial. Parents assume risks by consenting to allow their child to participate in the use of the Internet. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information
- C. the consequences of unauthorized access (e.g., "hacking") cyberbullying and other unlawful or inappropriate activities by students online, and
- D. unauthorized disclosure, use, and dissemination of personal information regarding minors

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

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

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

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students shall not access social media for personal use from the District's network. Still, they shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and their designee as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of the Network.

FHEVS Student Agreement for Chromebook Use

I understand my Chromebook is the property of the Fairport Harbor Exempted Village School District and as a result may be subject to inspection at any time. I should have NO expectation of privacy of materials found on a Chromebook or a school-supplied or supported Google Account. I agree to the following in order to properly care for my Chromebook as intended.

- This Chromebook will not be left unattended and its whereabouts will be known at all times.
- The use of this Chromebook is solely for my use. The device will not be loaned to other individuals.
- I will take care of my Chromebook in the following ways:
 - ensure the battery is charged daily
 - keep food and beverages away from the device
 - use the case provided at all times
- As this is an instructional tool to enhance my learning, and should be used accordingly.
- In the event my Chromebook is stolen or vandalized, a police report will be filed.
- In the event the Chromebook breaks or is not functioning properly, I will not attempt to fix or repair it.
- I understand that my family is financially responsible in the event I lose my Chromebook and for all damages caused by abuse or neglect.
- At the end of the school year, the Chromebook, case, and power cord will be returned in good, working condition. I understand and agree to the stipulations set forth in the Fairport Harbor Exempted Village School District Chromebook Procedures and Information Guide; the School District's Acceptable Use Policy, and the student handbook.
- Repair costs for the current school year are:
 - Screen \$55.00
 - Keyboard Repair \$100.00
 - Repair Chromebook exterior \$50.00
 - Replace Charger/Power Cord \$25.00
 - Replace Battery \$50.00
 - Replace carrying case \$25.00
 - Lost/Stolen or Non-repairable Device \$220.00

Student's Agreement of Acceptable Use Policy

I have read, understand and agree to abide by the terms of the foregoing Acceptable Use Policy and Agreement. Should I commit any violation or in any way misuse my access to the Fairport Harbor Exempted Village School District computer network and the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me.

FHEVS Parent Agreement for Chromebook Use

As a parent/guardian of _____, I understand my child's Chromebook is the property of the Fairport Harbor Exempted Village School District and as a result may be subject to inspection at any time. My child should have NO expectation of privacy of materials found on a Chromebook or a school supplied or supported Google Account. I agree to the following in order to properly care for and assist my child with using their Chromebook as intended.

- This Chromebook will not be left unattended and its whereabouts will be known at all times.
- The use of my child's Chromebook is solely for their use. The device will not be loaned to other individuals.
- I will assist my child in caring for their Chromebook in the following ways:
 - ensuring the battery is charged daily
 - keeping food and beverages away from the device
 - monitoring that the case provided is used at all times
- As this is an instructional tool to enhance my child's learning, continuous monitoring of appropriate use will take place. I understand the Chromebook does not have a filter for the internet when connected to networks not controlled by the Fairport Harbor Exempted Village School District.
- In the event my child's Chromebook is stolen or vandalized, a police report will be filed under my overseeing.
- In the event the Chromebook breaks or is not functioning properly, I will not attempt to fix or repair it.
- I understand that I am financially responsible in the event my child loses their Chromebook and for all damages caused by abuse or neglect.
- At the end of the school year, the Chromebook, case, and power cords will be returned in good, working condition. I understand and agree to the stipulations set forth in the Fairport Harbor Exempted Village School District Chromebook Procedures and Information Guide; the School District's Acceptable Use Policy, and the student handbook.
- Repair costs for the current school year are:
 - Screen \$55.00
 - Keyboard Repair \$100.00
 - Repair Chromebook exterior \$50.00
 - Replace Charger/Power Cord \$25.00
 - Replace Battery \$50.00
 - Replace carrying case \$25.00
 - Lost/Stolen or Non-repairable Device \$220.00

Parent or Guardian Network Usage Agreement

To be read and E-signed by parents or guardians of students who are under 18:

As the parent or legal guardian of this student, I have read, understand and agree that my child or ward will comply with the terms of the Fairport Harbor Exempted Village School District Acceptable Use Policy and Agreement for student access to the district's computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the Policy. I am therefore signing this Policy and agree to indemnify and hold harmless the school, the school district, and the Data Acquisition Site that provides the school district with *filtered* Internet access against all claims, damages, losses, and costs, of whatever kind, that may result from my child's or ward's use of his or her access to such networks or his or her violation of the foregoing Policy. I understand that I will be responsible for the costs associated with any physical damages caused by my student to school technology resources. Further, I agree to provide supervision of my child's or ward's use of his/her school access account if and when such access is available off-campus. I hereby give permission for my child or ward to use the building-approved account to access the Fairport Harbor Exempted Village School District computer network and the Internet.

During Online Registration through Infinite Campus you will be asked to sign electronically that you agree to all of the rules, regulations and agreements in this handbook. Your electronic signature will constitute your understanding and agreement to the entirety of the handbooks policies. If you would like to request a paper copy of the handbook please contact your building principal. [The student handbook is also available on the school website electronically.](#)



Fairport Harbor

STANDARDS-BASED GRADING HANDBOOK

A Grading Practices Guide for

Parents, Students & Teachers

Dear Parents/Guardians,

As Fairport Harbor continues to improve teaching and learning for all students, we know that parents and families are our most valuable partner. This is especially true as the District continues to transition to more rigorous standards in each subject area and grade level. The Ohio Learning Standards set high expectations for our students, staff and schools. It is important to us to communicate your child's achievement toward these rigorous expectations in all subject areas. The implementation of a standards-based report card gives us a tool to accurately communicate your child's learning on the district-identified reporting standards for each grade level and subject area from kindergarten to fifth grade. The reporting standards were identified as the foundational learning that students need to master in order to be successful. The new report card communicates whether a student meets standards, is developing towards standards, or does not meet standards. These reporting descriptors are explained in more detail later in this document.

The standards-based report card is helpful in many ways. First, it clarifies and reinforces high expectations for all Fairport Harbor elementary schools. Second, the report card helps students, teachers, and families focus on the standards throughout the school year. Finally, the new report card provides feedback on student achievement towards the specific standards in a way that is meaningful for all.

I hope you will find the Parent Handbook and the standards-based reporting system helpful and informative. As always, please reach out if you have any questions,

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PURPOSE STATEMENT

The purpose of a standards-based report card is to communicate student development towards grade level mastery of standards.

WHAT IS STANDARDS-BASED GRADING?

Learning is a process.

Learning takes place over time and requires active participation by all those associated with this process – teacher (providing feedback), students (opportunities to practice and present their knowledge and skills), and families (supporting the process).

Standards-based grading creates a scenario where all parties can engage in pointed and meaningful conversations about the learning process. As learning progresses, instruction adapts to support continued growth.

PROCESS

- SBG focuses a student's learning on essential outcomes for a course or how well a student understands and can apply key content in class.
- At the beginning of each topic, unit, or chapter – a teacher will break down the outcomes for that period of instruction into smaller components and criteria.
- During the period of instruction, the student receives feedback on assessment to gauge their understanding and application of content and standards.
- Assessments may take on a variety of formats: traditional pencil-paper assessments, online assessments, projects, discussions, reports, or any other form by which learning may be demonstrated.
- The feedback students receive should identify any needs for intervention or re-assessment.

HOW IS SBG DIFFERENT FROM TRADITIONAL GRADING? SBG focuses solely on progress toward proficiency of the essential outcomes and standards.

TRADITIONAL GRADING

Is based on assessment methods (homework, projects, quizzes, test, etc...). One grade is given per assessment.

Uses assessments that are based on a percentage system. Criteria for success may be unclear.

Uses an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra credit.

Uses every assignment in the grade book – regardless of the purpose.

Includes every score, regardless of when it was collected. Assessments record the average – not the student's best work

STANDARDS-BASED GRADING

Emphasizes the most recent evidence of learning when grading

Is based on learning activities aligned to content outcomes. One grade is given per essential content outcome.

Uses outcomes that are proficiency-based. Outcome criteria are made available to students ahead of time.

Measures achievement only. No penalties or extra credit are given.

Uses selected assessments for grading purposes.

STANDARDS-BASED GRADING - COMMON LANGUAGE

Standards-based grading (SBG) provides students, families, and teachers with more detailed information about a student's learning than a traditional grading system.

Scores in an SBG system directly reflect student growth and proficiency according to academic outcomes (content and skills).

Assessment	Assessment is the assessment of learning after instruction aligned to specific content outcomes. Essentially, this grade represents what a student knows (knowledge) and what a student can do (skills).
Learning	Learning is the focus. In SBG, learning replaces time as the constant, limiting variable and allows for extra time or opportunities to prove content proficiency based on individual student needs. Students may need more time and more than one opportunity to show what they know; our teachers are prepared to allow multiple opportunities to demonstrate proficiency within established guidelines.
Outcomes (Standards)	Standards are established to clearly define grade-appropriate knowledge and skills, aligning school curriculum and teacher instruction to guide students' proficiency toward a standard set of learning expectations.
Proficiency	The proficiency of specific content outcomes measures student achievement. These outcomes are shared with students at the outset of the content, along with a 0-4 proficiency scale that explains the levels of the outcome. A student's progress toward proficiency is tracked by performance on learning activities that align with the outcome. This encourages student ownership of the learning and allows the teacher to provide accurate feedback to the student.
Feedback	The goal of SBG is a more precise form of communication of student strengths and focus on guiding instruction and influencing growth and learning. We must create an environment where students are aware of their thinking and take responsibility for their learning; descriptive feedback – based on formative assessments is essential to the process.
Proficiency Scales	Student growth will be reported and assessed using a common proficiency scale rather than the traditional grading scale. Gradebook will report scores for each content standard, rather than a traditional assignment grade – which incorporates many un-relatable factors.
Grade Reporting	Students will receive feedback from their teachers. Assessment and feedback are the most critical tasks a classroom teacher performs. Appropriate feedback is essential for communicating growth to students and parents, providing an accurate assessment of where students began, how they have grown, and what they have learned after instruction and practice.
Intervention	Assessment and teacher feedback allows for more precise identification of student strengths and growth areas. Interventions may be implemented for students who need to focus on growth in specific content areas. Students need support when they receive a scale score of 1.

WHAT ARE PROFICIENCY LEVEL DESCRIPTORS?

Proficiency Level Descriptors communicate the learning goals in scale format. Proficiency scales are clearly communicated to students and provide clear descriptions of levels of learning at each level.

The scores on the scale represent a learning continuum and do not equate to a grade point average. It is understood that students demonstrate low levels as they are introduced to new skills and content. Each level builds on the other and describes the learning that students must demonstrate in order to achieve a higher proficiency rating.

For example, a student may begin at “1” or “2” but may still earn a “4” once they demonstrate proficiency, which is the goal for all students. Teachers will refer to the Proficiency Level Descriptors when providing feedback on and grading assignments and assessments.

4-POINT PROFICIENCY SCALE

- **Meeting (M):** The student consistently meets grade level standards and expectations. Performance is characterized by self-motivation and the ability to apply the skills with consistent accuracy, independence, and a high level of quality.
- **Progressing Independently (PI):** The student is progressing independently toward grade level standards and expectations. Performance is characterized by the ability to apply skills with accuracy, independence, and quality with minimal assistance. This is an excellent level of achievement and one that a student should be working toward as developmentally appropriate.
- **Progressing with Support (PS):** The student is progressing toward grade level expectations. Students need additional practice and support within this area but are making progress.
- **Not Yet (NY)** consistently meeting grade level expectations. The student is not meeting grade level standards and expectations. Additional instruction, practice and support is necessary to move toward grade level standards and expectations.
- **Standard Not Assessed** A standard may be left blank if the standard was not taught in that quarter.

FEEDBACK Providing students with meaningful feedback is an integral part of the educational process. SBG offers feedback to students that will guide student learning and teacher instruction.

PROFICIENCY LEVEL DESCRIPTOR FOUNDATIONAL POINTS

- (M) Meeting is not intended to be an overly exhaustive process; it is an opportunity for a student to demonstrate mastery of content.
- The items in each level of proficiency should build upon one another rather than overlap one another.
- The scale should always focus on the quality of work, not quantity measurements. Statements of quantity for an outcome such as "with 80% accuracy" or "identify 3 out of 4" are inappropriate.
- The scale is designed as a tool for students, parents, and teachers to provide clear language for academic discussion of student learning.

GUIDING PRACTICES FOR ASSESSMENT AT FAIRPORT HARBOR

ASSESSMENT

Assessment of student growth and proficiency is a dynamic process. While this process exceeds absolute definition, the following are agreed to be certain:

- Assessment must align to grade level standard and course outcomes.
- An assessment can cover more than one outcome, but it should be clear what parts of the assessment are tied to which outcomes.
- Assessment must measure individual proficiency. While group work and collaboration are essential parts of 21st C. learning, only work that can clearly be attributed to an individual student should be used to determine proficiency.
- Assessment must accurately reflect student mastery of outcomes fairly and consistently.

FREQUENCY OF ASSESSMENT

Teachers will assess and practice multiple times for each outcome.

Assessment is a tool that teachers use to give feedback to students and guide their instruction.

Examples of assessment may be classwork, homework, and learning activities aligned to provide practice and support for students as they learn new content.

INDIVIDUALIZED EDUCATION PLANS AND 504

When a student has an IEP and/or 504 plan in place, this will be the guiding document to support students. Students are still expected to demonstrate proficiency in the outcomes. However, consideration of accommodations for the student will always be considered.

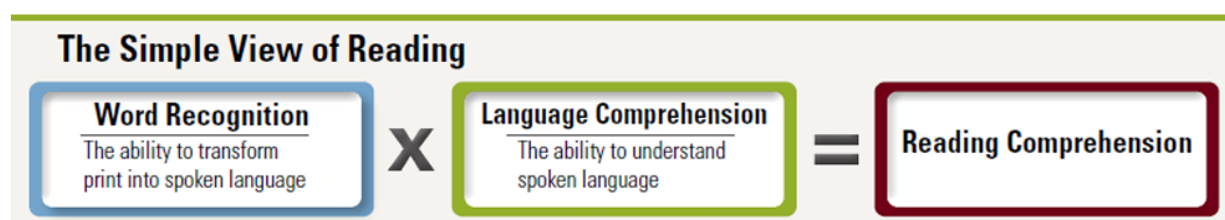
McKinley Elementary Structured Literacy Plan

McKinley Literacy Mission Statement:

At McKinley we, use direct explicit instruction grounded in the Science of Reading to teach ALL students the 5 domains of Literacy plus writing (phonics, phonemic awareness, comprehension, vocabulary, and fluency)

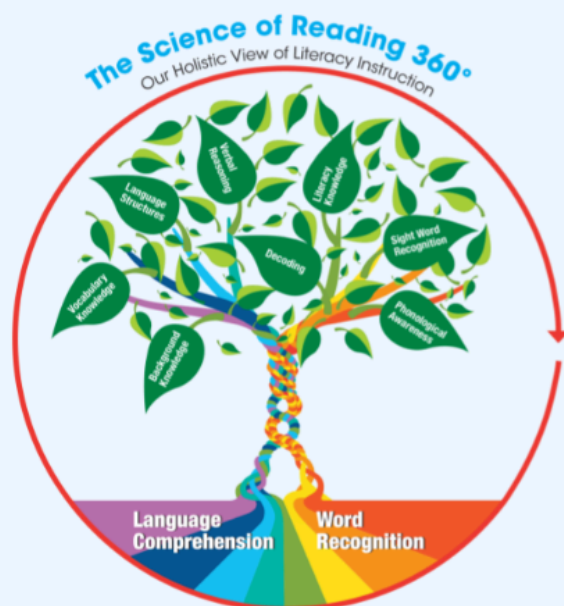
Structured Literacy

Structured literacy is an instructional approach that describes the type of explicit and systematic reading instruction supported by research. This instructional approach explicitly teaches the language structures supporting both the word recognition and language comprehension components of the Simple View of Reading (Gough & Tunmer, 1986).



Aligned with the Science of Reading

The framework of *Benchmark Advance* reflects a comprehensive view of current and confirmed research into how children learn to read: the Science of Reading 360°. Scientific evidence from a spectrum of academic disciplines has informed the foundation of *Benchmark Advance*, as has the priority we place on integrated instruction and success for all learners.



Cross-Disciplinary Insight

From educational thought leaders to cognitive scientists, we value a spectrum of academic disciplines to develop our teaching and learning resources.

Evolutionary Research

Aware of ongoing advancements, we stay abreast of the latest validated studies to inform our product development plans.

All Learners' Needs

We foster inclusivity by addressing different types of learners in our instruction, ensuring members of all communities a path to success.

Integrated Learning

We teach reading, writing, speaking, and knowledge building purposefully—in context and in isolation—with comprehensive student empowerment at the heart of every instructional goal.

Tier 1 Instruction

Structured Literacy places high emphasis on explicit instruction in all literacy domains.

***Heggerty-Phonemic Awareness- K-2**

The Heggerty Curriculum is utilized to prepare students to be lifelong learners. Through the use of Heggerty, students learn to hear and manipulate sounds. Students begin to understand how letters and sounds work. With Heggerty, students will learn skills such as counting sounds, categorizing, rhyming, blending, segmenting, and manipulating (adding, deleting, and substituting).

***Benchmark Advance K-6**

Benchmark Advance is a comprehensive standards-based literacy program. It provides a cohesive framework for the development of literary skills and content knowledge, supporting high achievement for every student.

Aligned with Science of Reading research, Benchmark Advance is a core language arts program that provides a cohesive structure for the development of literacy skills and content knowledge.

The program builds strong foundations through explicit, systematic, spiraled instruction that is linked to contextualized practice, where learning is set. With a solid foundation, students develop comprehension and critical thinking skills as they encounter grade level complex texts - through read-alouds in Kindergarten and 1st grade and through their write-in consumable magazines in grades 2-5.

[Benchmark Family Page](#)

Tier 2 Instruction

***Foundations-Phonics K-3**

Students in kindergarten through grade 3 utilize Foundations, which is a multi-sensory, structured language program that focuses on the foundational reading skills of phonemic awareness, phonics/word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. [Foundations Parent Page](#)

***Just Words- Remedial/ Advanced Phonics 4-6**

Just Words is an Accelerated Word Study Program to Develop Proficient Readers and Spellers. This highly explicit, multisensory decoding and spelling program is for students in grades 4-12 and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention.

Benchmark Advance K-6

Highly explicit, multisensory interventions that target specific skills at student's level in phonemic awareness, phonics, vocabulary, fluency, and comprehension.

English Learners Benchmark Advance Express

Intellectually rich materials integrate language development, literacy, and content learning in an asset-based instructional approach that values the knowledge, strengths, and background of each student.

Customized instruction for ELs to support their specific oral language, vocabulary, and phonological awareness needs.

K-6 English Language Development program to promote language learning.

Instructional resources that support purposeful English language development, amplify and accelerate learning, and help meet standards through content and literacy connections

- Unit topics align to Benchmark Advance to ensure seamless support for core instruction.
- Reviews K-2 foundational skills for application in context.
- Students learn how English works through explicit grammar and syntax lessons.
- Aligns to multiple language proficiency standards.
- Leverages culture and first language knowledge and fosters learner agency.

Tier 3 Instruction

Wilson Reading

Wilson Reading System (WRS) is the flagship program of Wilson Language Training® and the foundation of all other Wilson® programs. The Tier 3 Structured Literacy program is based on phonological-coding research and Orton-Gillingham principles.

WRS is designed for students in Grades 2-12 with word-level deficits who are not making sufficient progress through their current intervention, have been unable to learn with other teaching strategies, or who require more intensive Structured Literacy instruction due to a language-based learning disability, such as dyslexia.

Table 1. Changing Emphasis of the Subskills of the Five Components of Reading (adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017):

Component	K	1 st	2 nd	3 rd	4 th	5 th and Beyond
Phonemic Awareness	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
Phonics	Sounds/Basic Phonics	Advanced Phonics & Multisyllabic			Multisyllabic & Word Study	
Fluency	Sounds and Words	Words & Connected Text			Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

The following sections provide an overview of each essential early literacy skill and writing instruction, how to recognize student needs in each skill area, research-based instructional practices for teaching each skill, and what to look for in classroom instruction and supplemental intervention.

Essential Early Literacy Skill	Definition
Phonemic Awareness	Noticing, thinking about and working with the smallest units of spoken language, which are called phonemes.
Phonics	Knowing relationships between sounds (phonemes) and letters (graphemes).
Reading Fluency	Reading connected text accurately, fluently and for meaning.
Vocabulary	Understanding the meaning of words we speak, hear, read and write.
Reading Comprehension	A process, not a product, of understanding, extracting meaning from and making sense of what we have read

Ohio System of Assessments

Each year, McKinley Elementary must administer reading diagnostic assessments by September 30 for grades K-6, in order to determine whether a child is **on track** or **not on track** in Reading, it is important to collect data from a variety of assessment sources.

Kindergarten Dyslexia screener is given during our Winter Acadience screener. If a student is not on track, a parent letter with the screener results will be sent home. We will progress monitor biweekly for 6 weeks and based on their progress you may receive a second parent letter and the tier 11 CORE reading diagnostic will be administered to help target the students skill deficit.

The following table outlines the assessments McKinley administers to meet the deadlines set by the Third Grade Reading Guarantee and The Ohio Dyslexia Guidebook.

Grade Level	Fall	Winter	Spring
Kindergarten	<ul style="list-style-type: none"> ● KRA Language & Literacy Area ● Acadience ● Benchmark Advance Interim 1 (pretest) 	<ul style="list-style-type: none"> ● Acadience ● Benchmark Advance Interim 2 (after unit 3) 	<ul style="list-style-type: none"> ● Acadience ● Benchmark Advance Interim 3 (after unit 6) ● Benchmark Advance Interim 4 (post test)
1st and 2nd grade	<ul style="list-style-type: none"> ● Acadience ● Benchmark Advance Interim 1 	<ul style="list-style-type: none"> ● Acadience ● Benchmark Advance Interim 2 (after unit 3) 	<ul style="list-style-type: none"> ● Acadience ● Benchmark Advance Interim 3 (after unit 6) ● Benchmark Advance Interim 4 (post test)

3rd Grade- 5th Grade	<ul style="list-style-type: none"> • Acadience • Ohio Readiness Assessment (grades 4-5) • State Test (3rd only) 	<ul style="list-style-type: none"> • Acadience • Ohio Readiness Assessment 	<ul style="list-style-type: none"> • Acadience • State Test
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Actions After Diagnostic Results

Identify	Identify each student that is not on track for Reading or at risk of dyslexia and notify the student's parent or guardian
Progress Monitor	Provide intervention and progress monitor every two weeks for up to six weeks based on student need
Notify	If no progress is observed during the monitoring period, notify the parent and administer a Tier II diagnostic measure, CORE, to the student.

K-3 students that are *not on track* based on diagnostic results and 4-6 students below a 700 OST score will be placed on a **Reading Improvement Plan (RIMP)**:

RIMP Information:

- RIMP must be created within 60 days of diagnostic testing
- Students remain on a RIMP until the following school year diagnostic scores suggest the student to be *on track*
- A RIMP may be **modified** if Winter or Spring scores suggest the student is on track but a student **cannot be taken off** a RIMP midway through the year
- Parents/ Guardians are encouraged to provide input for RIMP creation
- The RIMP will include information about the reading curriculum used during regular school hours that assists students to read at grade level and provides strategies for on-going analysis of the student's reading progress
- The RIMP will include extra interventions the student is receiving to enhance literacy skills

- Students who have individualized education plans (IEP) and also are **not on track** for reading must have Reading Improvement and Monitoring plans that align to and do not conflict with their IEPs.

Interventions and Progress Monitoring

McKinley will immediately provide intensive reading instruction services and regular progress monitoring to students identified as **not on track**.

The intervention services selected for a student on a reading improvement and monitoring plan rely on the judgment of the student's teacher and parents. These services will be evidence-based reading intervention programs on Ohio's approved list, that are successful in improving reading among low-performing readers and instruction targeted at the student's identified reading deficiencies. Progress monitoring is done biweekly to monitor progress of students on RIMPs.

The intervention services will include intensive, explicit and systematic instruction.

- "Intensive" instruction concentrates only on reading and is very thorough or vigorous;
- "Explicit" instruction clearly and directly explains concepts and makes no assumptions about the student's ability to make inferences; and
- "Systematic" instruction addresses all the areas of reading deficiency through a planned scope and sequence, monitors the student's progress and continually reviews and extends reading skills.

High Dosage Tutoring

Ohio law requires high-dosage tutoring to be additional instructional time beyond core instruction. Additionally, high-dosage tutoring should supplement minimum intervention requirements and special education services required by federal and state laws.

- Students on RIMPs are pulled during No New Instruction Time to work on interventions at their level for 20 minutes 4 times a week.
- We are using Intervention programs from Ohio's approved List
 - Foundations/Just Words
 - Benchmark Phonics Interventions

Multi-Tiered Systems of Supports (MTSS)

The purpose of the three-tier model of instruction is to address reading difficulties as quickly as possible, not to keep students in intervention for multiple years (Kilpatrick, 2015). Each tier adds a level of intensity that is meant to accelerate the student’s rate of learning. As a student responds positively to the instruction, the intensity gradually faded. It is important to understand that movement within the tiers of instruction is fluid and data-based and the tiers represent intensity of instruction and supports, not categories of students. Strong evidence-based Tier 1 literacy instruction must be provided and universal to all students. Districts must ensure that this Tier 1 instruction is high-quality and evidence-based. In addition, Targeted (Tier 2) and Intensive (Tier 3) opportunities are provided as needed for students who are not mastering skills during core instruction, based on individual screening and diagnostic data.

Below are descriptions of the three tiers of instruction:

Tier 1 Instruction	Core structured literacy curriculum and instruction including Differentiation (targeted instruction based on the needs of the student) is provided to all students
Tier 2 Instruction	Targeted intervention is provided to students who are at risk for reading difficulties or who demonstrate reading difficulties in small clusters of targeted skills within one or more strands of language and literacy. This instruction is provided in addition to Tier 1 instruction.
Tier 3 Instruction	Intensive intervention is provided to students who have proven nonresponsive to Tier 2 or secondary intervention. Intensive interventions are characterized by increased intensity (for example, smaller-group or direct, 1:1 instruction or intervention, targeted re-instruction across a larger strand of skills using more accessible methods and/or materials, increased time) and individualization of academic or behavioral intervention.

Early Literacy at Home

Research-Based Ways that Families Promote Early Literacy	School and Community Practices to Support the Implementation
Communicate high expectations for learning	Communicate positive expectations for families and students
Make reading enjoyable	Encourage families to have fun with language and literacy
Use home language	Support literacy in home language Incorporate family culture and interests
Communicate with the child’s teacher	Help families understand the child’s progress
Read stories and talk about them together Talk about letters and their sounds Draw pictures and write words and letters	Equip families to share reading, language and literacy at home Create roles for families that support literacy in the school
Visit the library and have books at home	Provide families with books and other resources

References

The Ohio Department of Education

<http://education.ohio.gov/>

Ohio Department of Health

<https://www.odh.ohio.gov/>

The Department of Homeland Security

Guidance for Developing High Quality School Emergency Operations Plans <https://www.dhs.gov>

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Illuminate Education- Saebrs

<https://www.illuminateed.com/products/fastbridge/social-emotional-behavior-assessment/saebrs/>

Wilson Reading System

https://www.google.com/search?q=wilson+reading&rlz=1C1CHBF_enUS1003US1003&oq=wilson+reading&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCDY0NDFqMGo3qAIAAsAIA&sourceid=chrome&ie=UTF-8

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<https://zonesofregulation.com/>