Elementary Program and Handbook

**McKinley Elementary** 602 Plum Street/ 354-5400 x 3 / Fax: 354-4012

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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 career. 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!

Skipper Pride is Community Wide!

Welcome to Fairport Harbor, 30 miles east of Cleveland on the shores of Lake Erie. Fairport Harbor is a unique village rich in history. Lake Metroparks Fairport Harbor Lakefront Park features one of Lake Erie's best beaches – swim, kayak, play sand volleyball, picnic and more. Boating and fishing are at their best here!

Our schools are proud to be grounded in such a culturally rich community. The access to the diverse ecosystems and surrounding historic community makes for an unparalleled educational experience for students.

Fairport Harbor offers one of the most beautiful natural settings of any coastal community on the Great Lakes. This charming harbor town is perched on the bluffs above the mouth of the Grand River and overlooks two historic lighthouses and one of the finest public beaches in Ohio!

We encourage you to explore our town and to visit the community website at http://fairportharbor.org!!
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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 trans disciplinary 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
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). The Primary Years Program Language scope and sequence identifies language within three strands: oral (speaking and listening), visual (viewing and presenting) and written (writing and reading) which are evident in the Ohio’s New Learning Standards. Divided into five phases, these three major strands reflect the complex processes involved in language learning. English Language Arts (ELA) content is taught within the 6 transdisciplinary units of inquiry through the Primary Years Program. In the International Baccalaureate Primary Years Program Curriculum, unlike Ohio's Learning Standards, phases of learning are not to be identified as grade equivalents but rather these developmental continuums allow for a teacher to be able to identify what a student is ready to learn.

Mathematics
The study of mathematics in K-5 incorporates multiple standards that differ across grade levels. All are framed by the Standards for Mathematical Practices, requiring problem solving, reasoning and proof, communications, and representations and connections. The standards seek to develop a student’s sense of self-efficacy, meaning that the student considers him or herself as one who can problem-solve using mathematics. The basis for our mathematics instruction is curriculum with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experiences. A Minimum of 50% of the mathematics instruction takes place within the transdisciplinary Units of Inquiry.

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. The district also has several learning opportunities related to the science curriculum that engage with an inquiry or design cycle and promote integration of math and technology.

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.
STEAM

STEAM stands for Science, Technology, Engineering, Art and Mathematics. All of our students participate in STEAM as a special on a weekly basis. This includes working on science-based design challenges that incorporate the artistic elements of design. This integrated approach to science and the arts provides students with an opportunity to connect what they are learning in the classroom to hands-on, creative projects.

Music

All students receive instruction in general music to include vocal technique and music theory and appreciation. Students meet for 40 minutes per week. Instrumental music (band) is offered as an elective to students in fifth grade. 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.

World Language

As one of the foundations of International Mindedness, World Language is a part of every student's education, beginning in preschool with integration of Spanish words and continuing to direct instruction in grades K-5. This program is designed to be an exploratory curriculum that provides students with second language experiences related to speaking, listening, and cultural awareness, rather than fluency. Language and Cultural experiences are integrated as much as possible into learning and other academic content in order to reinforce learning across multiple content areas.

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.

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-6 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 behaviors that respect 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. All students are required to participate unless a doctor note is on file stating the reasons the student should not participate or explaining the limitations on physical activity.

Grading System

The Board adopted grading scale is A = 90-100  B=80-89  C=70-79  D=60-69  F=0-59. Clear information regarding how grades are earned (i.e. what assignments, projects, and tests, etc., will be included in the class expectations) should be distributed to students and parents at the start of classes.
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.

Research

Students formulate questions, develop a course of action for the research which may include outlines or graphic organizers, collect and record data, organize the data and may write narrative descriptions, create tables, take notes and write statements. Students present their findings through various forms of communication which include, but are not limited to, writing. Students at all ages (within developmentally appropriate expectations) use research skills.

International Baccalaureate

As an International Baccalaureate World School, we are working to provide an exemplary education and are currently in the candidacy phase of the International Baccalaureate Primary Years Program (PYP). “The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child as an inquirer, both within and beyond the classroom. It provides schools with a curriculum framework of essential elements — the knowledge, concepts, skills, attitudes, and action that young students need to equip them for successful lives, both now and in the future.

The PYP aims to create a curriculum that is engaging, relevant, challenging and significant for learners in the 3–12 age range. The curriculum is transdisciplinary, meaning that it focuses on issues that go across subject areas.

The PYP is organized according to:

The written curriculum, which explains what PYP students will learn The taught curriculum, which sets out how educators teach the PYP The assessed curriculum, which details the principles and practice of effective assessment in the PYP

The five essential elements of the PYP are:

knowledge, which is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, physical education) and transdisciplinary concepts, which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas skills, which are the broad capabilities students develop and apply during learning and in life beyond the classroom attitudes, which contribute to international-mindedness and the well-being of individuals and learning communities, and connect directly to the IB learner profile action, which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.”

(Excerpt from www.ibo.org)
Writing
McKinley Elementary employs the writing workshop model of instruction in language arts. This model is based on the work and research of Teachers College, Columbia University under the direction of Lucy Calkins.

Writing Workshop incorporates the following major components:

- Minilesson: The minilesson is the direct teaching component of writing workshop. Each daily minilesson begins with a connection to a previous lesson. Modeling is employed to teach process strategies that enable students to write with greater focus, content, style, organization and correct conventions. Mentor texts are used to provide professional models of writing. Students are given opportunities to practice what has been taught in the minilesson with teacher support.
- Independent Writing: Children write pieces on self-selected topics and practice the minilesson topics taught. Students work on the various stages of the writing process including drafting, revising, and editing. Teachers conference with students and provide individual instruction according to the needs of each student.
- Sharing: Students talk to one another to share what they have been working on in their own writing in order to process their thoughts and gain insight from each other.

The reading and writing workshop curriculum incorporates the Ohio Academic Standards for Reading, Writing, Speaking, and Listening Standards.

SEL (Social Emotional Learning)
McKinley Elementary uses the Zones of Regulation. The Zones is a systematic cognitive, behavioral approach, used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

Enrollment

Attendance
If your child is absent, please call the school attendance line, 350-6287, before 9:00 a.m. If we do not hear from you regarding your child’s absence, we will contact you at home or work. A written excuse is required when your child returns to school. Please include child’s name, date, reason for absence, and parent/guardian signature. Students arriving late are to report to the school office before going to their classrooms. Parents will be informed when absences become too frequent pursuant to board policy. Please note that habitual absences often lead to poor student performance. In extreme cases of tardiness and absenteeism, The Lake County Truant Officer or the court system will be contacted.

Regular attendance is a state requirement. The following conditions constitute reasons for an excused absence from school:

- Personal illness or quarantine
- Physician’s appointments, which cannot be scheduled outside the school day
- Religious observation
- Family Emergency: Arranged through the principal
Early Dismissal
If a student must be excused during the school day, parents should send a note to school explaining the circumstances. 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. (Changes should be submitted to the office in writing.) 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.

Excessive Absence
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 benchmark:

The law defines excessive absence as a student who is:
- Absent 38 (6 days) or more hours in a month with or without an excuse (absences will now be calculated in hours not days)
- Absent 65 (10 days) or more hours in a year with or without an excuse (Meeting Must be Scheduled with District)

House Bill 410 defines Chronic Absenteeism as:
- Absent 10% or 92 hours with or without a legitimate excuse, Absence intervention plan required**

House Bill 410 defines habitual truancy as:
- Absent 30 (5 days) or more consecutive hours without a legitimate excuse, Absence intervention plan required
- Absent 42 (7 days) or more hours in a month without a legitimate excuse, Absence intervention plan required
- 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 now 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 your 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.
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 Intervention 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. Any textbooks loaned to students during the school year for student use remain the property of the district. Excessive wear and tear and damage to any materials will result in fines or additional fees. McKinley School staff serve the youngest, most needy, individuals first. Title one includes students spending additional time outside the general classroom to support 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. Parents/guardians of students identified as needing additional time and targeted intervention are notified prior to students’ receiving services.

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 need. 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 the students needing more support, a school-based team uses a problem-solving process to plan interventions and monitor progress.

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 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.

Counseling

The district counseling program is staffed by a full-time, certificated counselor and additional support services where needed. 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. McKinley School has access to the district counselor one day of each week. The counselor is also on call in times of crisis or emergency.
**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 of 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 by 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 a multi-factored evaluation and targeted 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 or at least every three years to determine continued eligibility, the IEP addresses appropriate accommodations for the student when in the general education classroom. Intervention Specialists (IS) may provide targeted instruction through 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 and emotional-cultural factors that influence student learning processes. The school psychologist may:

- Participate as a member of the MTSS and a member on 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 IAT 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, mental activities, 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. If you have further questions please contact your child's principal.
ZAP (Zeros Are (not) Permitted)

ZAP requires students that do not complete their assignments on time to remain after school to complete them. For example: A student who did not complete a Monday afternoon homework assignment will be required to stay after school on Tuesday to complete the assignment. The purpose of this policy is to instill responsibility, dedication and to support students in meeting the requirements of our academic programs. If you have any questions about our academic programs please contact the main office.

TAP (Tardies Are (not) Permitted)

At McKinley Elementary our instructional time is considered sacred, we strive to protect that time for our students. In an effort to mitigate the damage that is done to student achievement through excessive tardiness, we use a program called TAP. If a child is tardy, he or she will remain after school for an equal amount of time to which he or she was tardy (plus a five minute transition time). For example if a student arrives at school at 8:40, he or she will remain after school until 3:15 (five minutes for transition and 10 minutes to make up the missed time.) For the first five (5) occurrences, the tardy indication will be removed from the child’s record. Starting with the 6th tardy the student will remain after school and the tardiness will be recorded. If the situation becomes chronic and the child is referred to juvenile court, we are required to provide documentations of intervention attempts and the continuation of the problem. A student may be required to remain after school up to 1 ½ hours due to tardiness.

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 identified reading deficiency within 60 days after receiving the student’s diagnostic results. If you have questions about the Third Grade Reading Guarantee please contact the main office at 440-354-5400 x2. 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 Interventions Support (PBIS)

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.
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. 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, phone call to parents, behavior chart, lunch time 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, 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.

PBIS and the Learner Profile

The Learner Profile is part of the International Baccalaureate framework. It represents the 10 attributes valued by our school. We believe that these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

The Learner Profile aligns to our PBIS Pillars and guides the character development of our students.

Honesty - Always tell the truth. Do your own work! Be Trustworthy! Be a good friend!

Principled / Reflective

Dedication - Do your best! Stick with it! Take pride in your school!

Balanced / Courageous (Risk-taker)

Responsibility - Complete your work! Be on time! Follow directions the first time given! Be Prepared!

Thinker / Communicator / Inquirer

Citizenship Treat others with respect! Good behavior happens EVERYWHERE! Help others!!

Knowledgeable / Caring / Open-Minded

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!!!
School Wide Expectations

1. Come to school prepared and ready to learn each day.
2. Follow directions given by all adults.
3. Respect others.
4. Use appropriate language.
5. Hands and feet to self.
6. Walk quietly in the school.
7. Keep the school clean.

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. Specific complaint forms are available in the principal's office.

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

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 20° 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 schools 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: Hardballs, Frisbees, cell phones, electronic equipment, or any hazardous equipment; 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.
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.

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 the first day of school through November 1 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

iReady

iReady is a single K-12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. This assessment is replacing the previously used Measures of Academic Progress assessment. Students will continue to have various test checkpoints throughout the year. (Fall, Winter, Spring) iReady also has an instructional component that is tailored to each students unique learning needs. You can access iReady from home. For more information visit the McKinley website.
Health Services

The school nurse is available on a part-time basis. 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 should not return to school until they have been “fever-free” for 24 hours.

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. Changes in medication or dosage require a new statement from the doctor. Doctors can fax the information to school at (440) 354-4012. 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:
   o Student name and address
   o School and grade of student
   o Name, dosage and time the drug is to be administered
   o Dates when administration of the drug should begin and end
   o Any severe reactions that should be reported to the physician
   o Physician’s phone number
   o 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 a 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 and medication cannot be transported on school district buses.)
Vision 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 by amblyopic (lazy eye) and eye muscle balance. Boys in first grade will be screened for color vision.

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.

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 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.

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 Emergency Form and notify you as soon as possible. When you are given this form, complete all parts so that in case of emergency we can reach you or some other designated person. Please keep the information current. 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.
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: child should not 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 health care 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 2019-2020**

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

<table>
<thead>
<tr>
<th>Vaccines</th>
<th>Fall 2019 Immunizations for School Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTaP/DT</td>
<td>K Four (4) or more of DTaP or DT, or any combination. If all four doses were given before the 4th birthday, a fifth (5) dose is required. If the fourth dose was administered at least six months after the third dose, and on or after the 4th birthday, a fifth (5) dose is not required.*</td>
</tr>
<tr>
<td>Tdap/Td</td>
<td>1-12 Four (4) or more of DTaP or DT, or any combination. Three doses of Td or a combination of Td and Tdap is the minimum acceptable for children age seven (7) and up. Grades 7-10</td>
</tr>
<tr>
<td>Diphtheria, Tetanus, Pertussis</td>
<td>One (1) dose of Tdap vaccine must be administered prior to entry.**</td>
</tr>
<tr>
<td>POLIO</td>
<td>K-6 Three (3) or more doses of IPV. The FINAL dose must be administered on or after the 4th birthday regardless of the number of previous doses. If a combination of OPV and IPV was received, four (4) doses of either vaccine are required.***</td>
</tr>
<tr>
<td></td>
<td>Grades 7-12 Three (3) or more doses of IPV or OPV. If the third dose of either series was received prior to the fourth birthday, a fourth (4) dose is required; If a combination of OPV and IPV was received, four (4) doses of either vaccine are required.</td>
</tr>
<tr>
<td>MMR Measles, Mumps, Rubella</td>
<td>K-12 Two (2) doses of MMR. Dose 1 must be administered on or after the first birthday. The second dose must be administered at least 28 days after dose 1.</td>
</tr>
<tr>
<td>HEP B Hepatitis B</td>
<td>K-12 Three (3) doses of Hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least 8 weeks after the second dose. The last dose in the series (third or fourth dose), must not be administered before age 24 weeks.</td>
</tr>
<tr>
<td>Varicella (Chickenpox)</td>
<td>K-9 Two (2) doses of varicella vaccine must be administered prior to entry. Dose 1 must be administered on or after the first birthday. The second dose should be administered at least three (3) months after dose one (1); however, if the second dose is administered at least 28 days after first dose, it is considered valid. Grade 10-12</td>
</tr>
<tr>
<td></td>
<td>One (1) dose of varicella vaccine must be administered on or after the first birthday.</td>
</tr>
<tr>
<td>MCV4 Meningococcal</td>
<td>One (1) dose of meningococcal (serogroup A, C, W, and Y) vaccine must administered prior to entry. Grade 12: Two (2) doses of meningococcal (serogroup A, C, W and Y) vaccine must be administered prior to entry</td>
</tr>
</tbody>
</table>

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

Safety Patrol
Intermediate level students serve on safety patrol duty before and after school every day, weather permitting. Parent/guardians must give consent for their students to participate. School staff supervises the students on patrol and all students are expected to respect and cooperate with patrol members. The patrol helps students crossing to and from school, but does not direct traffic.

Class Parties
Room parents and classroom teachers work together to plan any class parties. 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. We ask that parents refrain from sending in homemade items or items that do not contain an ingredient list for the safety of our students with allergies. Prepackaged snacks and treats are welcome.

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 in walking distance.

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

Fund-raising 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 fund-raising items order may result in the denial of the child’s future participation in fund-raising activities. 5th grade students also participate in various fundraisers for summer camp costs.

Latchkey
Latchkey is available before and after school for students on site through the Lake County Educational Service Center. Latchkey hours are from 6:30 am to 8:20 am and 3 pm to 6:00 pm. Students in latchkey will typically meet in the McKinley Gymnasium unless otherwise specified. Latchkey is also offered in the summer months. 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.
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.

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 the Fairport Harbor Exempted Village Schools (FHEVS). What is Campus Portal? 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.

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
Online newsletters are sent out on a regular basis, with news of events, activities, menus and meetings. McKinley Elementary school has its own website with a calendar and news about the schools. You can also sign up for a digital weekly newsletter by visiting our website and follow us on Facebook at McKinley Elementary IB World School.

School Closings
The policy of the Fairport Harbor EV Schools is to make every effort to hold classes 180 days a year. 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. 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:

· 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

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.

Bicycles
Students may ride their bicycle to school at the discretion of their parents or guardian. The bicycle racks located on school playground are to be used. The school holds no responsibility for lost or damaged bicycles. Bicycles 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.

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.

· 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.

Severe Weather
In cases of severe weather, the Fairport Harbor School District operates under specific emergency procedures for notifying parent/guardians while evacuating and maintaining safety for students and staff. Regular drills are conducted during the spring tornado season help the school community prepare. When severe weather occurs at dismissal time, students are kept indoors until danger has passed. Parent/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 Drills**

A regular part of training and preparedness in the school setting, these drills are held to acquaint students and staff 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.

ALICE / Lock Down: 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, an ALICE drill will be implemented for this purpose. Please see the attached letter for more information on ALICE. 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.

**Safety Plan**

The Fairport Harbor Schools work in close concert with the Fairport Harbor Police Department and Lake County Sheriffs Department on crisis planning measures. A Safety Committee meets regularly to address safety issues and review the district safety plan. School principals regularly review procedures with their staff members for the drills and/or threats likely to confront the school community: (ALICE) 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 an annual ALICE drills in each building, as required by the state of Ohio. During a lockdown, only students, staff members and parent/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, allowing the district to make immediate contact in case of an emergency situation in one of the schools.
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 minimum our school suggests. Parent participation is always welcome. The No Child Left Behind law also requires certain information be distributed to parents or guardians.

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.

Smoking

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

Report Cards

Report cards are distributed quarterly 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.

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

Anyone visiting McKinley must stop at the main office upon entering the building. All visitors need to sign in and sign out. Those individuals volunteering at McKinley should obtain a visitor's badge and proceed to the volunteer location. We gladly welcome visitors and volunteers, however, in an effort to maintain a safe and secure learning environment we must verify everyone who enters our building.

Signing Students In/Out

Parents must present photo id when signing students out of school during the school day. There is a black book on the office counter for this purpose.

Electronics

These items are not required for school and thus should be left at home. Conditions may apply in which a student needs a cell phone for monitoring of a health condition such as diabetes. In special cases, exceptions may be made by the principal to accommodate student health needs. Or in the event that the electronics are part of a PBIS incentive such as "Electronics Day" and approved by the teacher. The school assumes no responsibility for lost or stolen items.
**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 consents 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 to be 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.

**Student Records**

Student permanent records are kept on file in the school office. Files contain report cards, assessment results, 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 extra-curricular activities take advantage of this annual offer.

**School Fees**

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

Volunteers are needed for a variety of things throughout the school year. Volunteers are important to the school district, completing necessary tasks and showing students that many adults support them and want them to succeed. If you are interested in volunteering please contact your child’s teacher or main office for a copy of the volunteer handbook and procedures for registering as a volunteer.

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 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-flops, clog shoes 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. Shorts or pants are not to hang loosely around the hips.

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. Lunch Menus are sent home at the beginning of each school year that indicate what the lunch and breakfast options are each day. Students may be eligible for a free or reduced price school lunch if they are financially eligible.

Hot Lunches McKinley offers breakfast services, as well as, hot lunches. Information on the hot lunch program is sent home at the beginning of each year prior to the start of school. Lunch menus are sent home that indicate the available items each day. Students make the selection for their lunch in morning when they get to school. All lunch money is prepaid by the parent. Children may bring a lunch to school, however, “hot” items will not be permitted to be reheated in the school. Soda and caffeinated beverages are not permitted at any time.
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 in 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.

Sincerely,

Dr. Domenic Paolo
Superintendent of Schools
Fairport Harbor Exempted Village Schools
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 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 allow the release of "directory information" without prior consent, unless the parent/guardian or eligible student (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 copy 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
ALICE / LOCKDOWN PROCEDURE

Dear Parents and Guardians,

This letter is to inform you that the Fairport Harbor Schools work in conjunction with the Lake County Sheriff’s Department and our local law enforcement agency to implement the A.L.I.C.E program. ALICE stands for Alert, Lockdown, Inform, Counter and Evacuate. Schools are some of the safest places for our children. However, just like practicing monthly fire drills, it is important that staff & students know how to respond in the very unlikely event of an armed intruder. Prior to ALICE the procedures for a school intruder were primarily limited to a lockdown that involved moving students away from locked doors and windows and sheltering in place. During a lockdown students would remain quiet and still until help arrived. The purpose of ALICE training is to prepare individuals to handle the threat of an Active Shooter. ALICE teaches individuals to participate in their own survival, while leading others to safety. Though no one can guarantee success in this type of situation, this new set of skills will greatly increase the odds of survival should anyone face this form of disaster.

Instructing students on safety measures not only protects them from possible danger but also instills confidence and self-reliance. All employees of the Fairport Harbor Schools participate in ALICE drills and training. Our staff is trained on how to introduce, review and implement the ALICE concepts with students. Students participate in several ALICE drills during the school year and you will receive more information prior to the all school drill, so that you have the opportunity to discuss this new procedure with your child. The ALICE program is endorsed by The Department of Homeland Security, the FBI, the Ohio Attorney General, The National School Board Association and many more! ALICE will allow us to continue to provide safe and secure learning environments for our students by employing safe, effective and research-based practices to student safety. You can learn more about ALICE by visiting: http://www.alicetraining.com/what-we-do/alice-components/k-12/. If you have any questions of concerns please contact your child's school.

Dr. Domenic Paolo
Superintendent of Schools
Fairport Harbor Exempted Village Schools
References

The International Baccalaureate Organization
Primary Years Program - http://www.ibo.org/

The Ohio Department of Education
http://education.ohio.gov/

The Ohio Association of IB World Schools
http://www.ohioib.org/

PYP Oberlin City Schools
http://www.oberlinschools.net/

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