



Mayfield City School District

■ Gates Mills ■ Highland Hts. ■ Mayfield Hts. ■ Mayfield Village

Dear Staff Member:

This handbook details accepted practices and procedures in most areas of school operations with which you will be concerned. The handbook also lists important dates and deadlines which will be important to you during the school year.

The guidelines provided herein were formulated after considerable discussion and study of each topic. In many of the areas, years of experience with alternative practices have led the district to retain those that work best and to eliminate the rest.

Suggestions concerning the improvement of school practices are always welcome. Constant review in this area is the norm. Because this is so, written guidelines and actual practices should coincide. Guidelines are to be followed where they exist, but must be quickly changed when better ways of doing things are found.

Let me extend my wish that you enjoy a successful and rewarding year of service to the young people of the Mayfield City Schools.

Sincerely,

Phillip G. Price
Superintendent of Schools

BAKER ADMINISTRATION BUILDING

1101 S.O.M. Center Road ■ Mayfield Heights, Ohio 44124-2006
(440) 995-6800 FAX (440) 995-7205
Dr. Phillip G. Price, Superintendent
Scott C. Snyder, Treasurer



Mayfield City School District Continuous Improvement Plan

School Year 2008-09

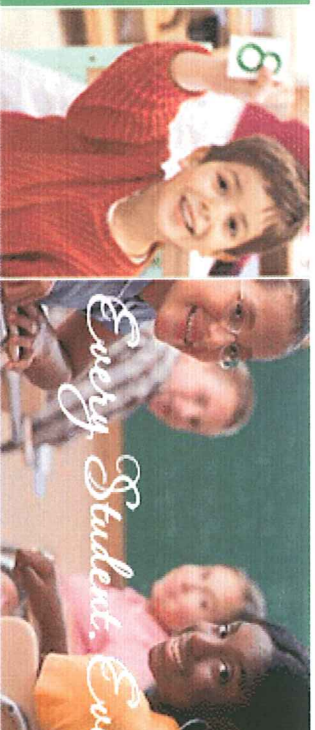
District Goals

- Teaching & Learning
 Internal & External Partnerships
 Effective and Efficient Operations
 Safe and Caring Environment

District Vision Statement	District Mission Statement
<i>A promise of learning, dignity and respect for all</i>	<i>Every student, every day</i>
District Core Values	District Priorities
<ul style="list-style-type: none"> ▪ Belief in education as a lifelong process ▪ A commitment to the education and development of the whole child ▪ Respect and valuing of every stakeholder – staff, students, families, administrators, community members ▪ Open and honest communication ▪ A commitment to creating and maintaining a positive and effective environment for all 	<ul style="list-style-type: none"> ▪ Improve academic achievement for every student ▪ Improve and nurture internal and external collaborative partnerships ▪ Improve the efficiency and effectiveness of district and school operations ▪ Create and maintain a safe and caring environment

District Goals

Goal 1	We will close the achievement gap between subgroups, specifically economically disadvantaged, African American and special education, by 10% in each subgroup district-wide by the end of the 2008-09 school year
Goal 2	Provide differentiated instruction to students performing below grade level in grades three through ten in reading and writing to advance them toward grade level proficiency by the end of the 08-09 school year.
Goal 3	Provide early intervention for students performing below grade level in kindergarten through grade two in reading and math to increase achievement levels on local measures by the end of the 08-09 school year.
Goal 4	Provide differentiated instruction to increase percentage of students scoring in the advanced and accelerated range equivalent to or above like districts by the end of the 08-09 school year.



*Every Student.
Every Day.*

Three Big Ideas

for continuous school improvement

1. **Ensure that students learn**
 - What do we want students to learn?
 - How do we know when they have learned it?
 - What do we do if they have not learned it?
 - What do we do if they already know it?
2. **Build a culture of collaboration**
3. **Focus on results**

MAYFIELD CITY SCHOOLS

2008-2009

- 25 Staff Day-no classes
- 26 First student day grades 1-12
- 26 Kindergarten screening
- 27 Kindergarten screening
- 28 Kindergarten screening
- 29 Kindergarten teachers' Work Day-no Kindergarten students

August						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

- 16 President's Day-no school
- 17 Staff Development Day-no classes

- 1 Labor Day-no school
- 2 Kindergarten Phase-in
- 3 First full day for kindergarten
- 30 Rosh Hashanah-no school

September						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

March						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 27 End of 3rd grading period
- 30 Teachers' Records day no classes

- 9 Yom Kippur-no school
- 17 NEOEA Day-no school

October						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 10 Spring Break begins
- 20 Classes resume

- 3 End of 1st grading period
- 4 Teachers' Records Day no classes
- 7 No Elementary classes Elem. Parent-Teacher Conferences
- 14 No Middle School classes MS Parent-Teacher Conf.
- 26 Conference Comp Day-no school
- 27 Thanksgiving
- 28 Thanksgiving break

November						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 25 Memorial Day no school

- 22 Winter break begins

December						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 11 End of 2nd semester Last Day for students
- 12 Staff Day-no classes

- 5 Classes resume
- 19 Martin Luther King, Jr. Day-no school
- 22 End of first semester
- 23 Teachers' Records Day-no classes

January						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 3 Independence Day (Legal Holiday)

MAYFIELD CITY SCHOOLS
2008-2009

○	Staff Only-no students	/	No School	X	Conference Comp Day
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Grading Periods

Aug 26 - Nov 3	46 days	
Nov. 5 - Jan 22	44 days	90 days
Jan 26 - Mar 27	44 days	
Mar 31 - June 11	46 days	<u>90 days</u>

Parent-Teacher Conferences

Elementary schools

Thursday, November 6	3:00 p.m. -9:00 p.m.
Friday, November 7	7:30 a.m. -3:00 p.m.

(No Elementary School classes on November 7.)

Middle School

Thursday, November 13	4:00 p.m. -9:00 p.m.
Friday, November 14	7:30 a.m. -4:00 p.m.

(No Middle School classes on November 14.)

High School

Tuesday, November 25	3:00 p.m. -9:30 p.m.
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Staff Days – no classes for students

August 25, 2008 – Staff Day
 November 4, 2008 – Teachers’ Records Day
 January 23, 2009 – Teachers’ Records Day
 February 17, 2009 – Staff Development Day
 March 30, 2009 – Teachers’ Records Day
 June 12, 2009 – Staff Day

Elementary Replacement Days

Tuesday, September 2	Replacement Monday
Thursday, October 16	Replacement Friday
Tuesday, January 20	Replacement Monday
Wed., February 11	Replacement Friday
Wed. April 8	Replacement Friday

SCHOOL DAY

All teachers are required to be in their building before and after the time acquired for pupils. This time is required for record-keeping, planning, faculty meetings, in-service, parental conferences, meetings or tutorial sessions with students.

School Day for Teachers

Elementary School	7:30	-	3:00
Middle School	7:45	-	3:15
High School	7:30	-	3:00

School Day for Students

Elementary School	8:00	-	2:30
<i>AM Kindergarten*</i>			
Center School	8:00	-	12:20
Gates Mills	8:00	-	12:40
Lander	8:00	-	12:15
Millridge	8:00	-	12:20

*Note: Kindergarten students may attend on a full day or half-day, every day schedule. Kindergarten times are based on building lunch and recess schedules.

Middle School	8:00	-	3:00
High School	7:40	-	3:00

SUBSTITUTE REPORTING PROCEDURE

The following procedure should be utilized when seeking a substitute teacher:

1. Call (440) 605-9665 and leave a message as directed.
2. For sudden illnesses, call the evening before if you know you cannot work the following day. Otherwise, call before 6:30 in the morning.
3. When you are absent, it is your responsibility to notify your building secretary by 2:30 p.m. regarding your ability to return to school the next day.
4. For planned absences (i.e. personal leave, professional leave, doctor's appt.) when you need a substitute for a future date, REPORT TO YOUR PRINCIPAL.

PRINCIPALS: Notify the substitute caller for advance dates.
THE SUBSTITUE CALLER WILL CALL THE SUBSTITUTES.

5. Teachers are not to hire their own substitutes. All hiring must proceed through proper channels.
6. DO NOT CALL the substitute caller directly. Place all calls through the voice mailbox designated.
7. If you have a professional judgment to voice regarding the competence of a substitute teacher, please report it to your building principal for communication to the personnel department.

In addition to arranging for a substitute teacher when you are absent, please remember to notify your building principal or immediate supervisor.

EMERGENCY CALL LIST

Person(s) in charge of building in absence of chief executive:

School System

John Folkman

High School

Richard Glove

Middle School

Elinor Nyiradi

CEVEC

Mike Krenisky
Anthony Corpora
Jeremy Pilloff
Barry Leven

Gates Mills

Linda Mendelsohn

Lander

Mary Hughes
Bonnie Varanese

Center

Tom Daniel

Millridge

Jan Carlson
Cheri Rich
Kathy Gould

MCHI

Elizabeth Scully
Jocelyn McCullough

2008/09 Payroll Calendar

Pay Dates	Deadline to submit extra time worked, personal information or deduction changes
07/15/08	07/02/08
07/31/08	07/17/08
08/15/08	08/04/08
08/29/08	08/19/08
09/15/08	09/03/08
09/29/08	09/17/08
10/15/08	10/02/08
10/31/08	10/16/08
11/14/08	11/03/08
11/25/08	11/13/08
12/15/08	12/02/08
12/19/08	12/09/08
01/15/09	01/05/09
01/30/09	01/16/09
02/13/09	02/03/09
02/27/09	02/17/09
03/13/09	03/03/09
03/31/09	03/17/09
04/09/09	03/30/09
04/30/09	04/08/09
05/15/09	05/04/09
05/29/09	05/18/09
06/12/09	06/01/09
06/30/09	06/15/09
07/15/09	07/04/09
07/31/09	07/20/09
08/14/09	08/03/09
08/31/09	08/17/09

INVOLUNTARY

DEDUCTION	DEDUCTION AMOUNT	WHEN DEDUCTED
Federal Tax	Tax Table	every pay
State Tax	Tax Table	every pay
City Tax	1% of Gross: Mayfield Hts & Gates Mills (Lander, Gates Mills, Middle School & Horticulture)	every pay
	1.5% of Gross: Mayfield Village (Center, High School, Excel-TECC, MCHI, Millridge, & CEVEC)	every pay
	2% of Gross: Highland Hts (MCHI, Millridge & CEVEC)	every pay
Medicare	1.45% of Gross	every pay
State Teachers Retirement	10% of Gross	every pay
MEA Dues	Set by the MEA (over 10 months-starting Nov)	last pay

VOLUNTARY

Health Benefits	see reverse side for detail	every pay
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Life insurance is paid 100% for each employee for a benefit of \$50,000.

OTHER VOLUNTARY

Annuity (403B & 457B)	You specify amount up to limits	every pay
Credit Union	You specify amount	every pay
United Way	You specify amount - beginning December for 7 months	last pay
Flexible Spending Plan -Health -Dependent care	You specify amount up to limits	every pay

COST OF BENEFITS

	Cost of 1st Month* of coverage:		Monthly Cost - based on full time employment			
	Family 1st Month*	Single 1st Month*	Family Plan		Single Plan	
Health Benefits:			Regular Monthly Premiums			
			You Pay	BOE Pays	You Pay	BOE Pays
Medical & Rx	1,471.80	535.20	147.18	1,324.62	53.52	481.68
Dental	105.39	41.41	10.54	94.85	4.14	37.27
Vision	20.55	8.22	2.06	18.49	0.82	7.40
Life Insurance				6.25		6.25
TOTAL (with dental):	1,597.74	584.83	159.78	1,444.21	58.48	532.60
OR						
or Dental PPO	40.76	17.20	4.08	36.68	1.72	15.48
TOTAL (with dental PPO):	1,533.11	560.62	153.32	1,386.04	56.06	510.81

Optional Coverage: (May be used in place of the Medical plan listed above)

	Family	Single	Family Plan		Single Plan	
Kaiser (HMO)	1,220.44	488.19	0.00	1,220.44	6.52	481.67

* Newly enrolled and new employees shall pay the full cost of the first month's health insurance (medical, dental and vision) premiums under either the single or family plans. Your effective date of coverage is your first day of work.

OTHER BENEFIT BOARD COSTS

Retirement	14% of gross salary
Workers' Compensation	\$1.45 dollar/\$100 payroll - each employee
Life Insurance	12.5 cents/\$1,000 of coverage
Employee Assistance Program	\$2.83/cost per month
Medicare	1.45% of gross (required for new hires after March 1986)

TOP TEN THINGS TO KNOW ABOUT PAYROLL

10. Payroll checks have mandatory deductions

Taxes for Federal, State and the City in which you work, STRS, Medicare and Union Dues

9. Payroll checks have voluntary deductions

Medical and Rx, Dental and Vision, Supplemental Life Insurance, Variable Annuities (403B & 457B), Credit Union

8. Direct Deposit is mandatory for all new staff members

Your name must be on the account. You can deposit your paycheck into several accounts.

7. Your contract is paid over 24 pays

The first pay is Monday, September 15, 2008 and the last pay is Monday, August 31, 2009. See reverse side for actual pay dates.

6. The payroll department can help answer any questions you have concerning your salary or deductions.

You can call the payroll department at 440-995-7235 and speak with Peggy Good, Carla Jaycic, Diane Rowe or Lisa Becka

5. Your first month health insurance premium is paid 100% by you and will be deducted on your first paycheck

Single plan cost is \$584.83 for all plans
Family plan cost is \$1,597.74 for all plans

4. After your first month, the health insurance cost for full time employees is 10% of the premium cost per month

The deduction is taken each pay. Single cost per pay is 29.24 and family cost is 79.89.

3. The payroll is finalized approximately one week prior to the pay day

Any personal information or deduction changes and extra pay time slips received after the payroll deadline will be held over until the next pay period. See reverse side for the deadline schedule.

2. Paycheck stubs are delivered to your building on payday

Contact the payroll department if you would like your check mailed to directly to your home

1. Your payroll is compensation for your hard work and dedication to the students of Mayfield Schools

Right of Employees to Association Representation

“The Board and Association agree that bargaining unit members have the right to Association representation at meetings/conferences where the employee believes that adverse or disciplinary actions may be raised or taken by the administrator. These rights are consistent with R.C. 4117.04 (A) (3) and the Collective bargaining Agreement article XXXIV.”

Continuing Contract Status

Any professional staff member who expects to complete the training and experience requirements for continuing status during any school year must so notify the Superintendent, using the form 2413y found on the next page, ***before October 1*** of that school year. Early notification is required in order to permit observation and evaluation of the applicant with continuing status in view.

The principal of each building shall remind the staff of this requirement at a staff meeting during the month of September of each school year.

MAYFIELD CITY SCHOOL DISTRICT
1101 S.O.M. Center Road
Mayfield Heights, OH 44124

NOTICE OF CONTINUING STATUS ELIGIBILITY

1. Service Requirement

If continuing status has not been achieved elsewhere in Ohio, three years of satisfactory teaching experience in Mayfield within the last five years is necessary. If applying under this provision, when will your three years of teaching experience be completed?

If continuing status was achieved elsewhere in Ohio, two years of satisfactory teaching experience in Mayfield is required. If applying under this provision, when will your two years of teaching experience be completed?

2. Certification Requirement (O.R.C. #3319.11)

An 8-year professional teaching certificate or 5-year professional teaching license is required AND thirty (30) semester hours of graduate credit in professional education and related disciplines must be completed SINCE THE GRANTING OF YOUR INITIAL CERTIFICATE/LICENSE. The specific requirements are determined by the Ohio Department of Education. You must also be employed full time and teaching in an assignment related to the professional certificate/license.

IT IS YOUR RESPONSIBILITY TO MAKE CERTAIN THAT ALL COURSE WORK IS COMPLETED, TRANSCRIPTS RECEIVED AND YOUR 5-YEAR PROFESSIONAL LICENSE IN HAND BY THE PERSONNEL OFFICE PRIOR TO APRIL 1ST.

When will you have completed the requirements for the 5 year professional license?

How many of the required semester hours do you have completed and documented as of the date of this application?

In providing this information you are informing the appropriate administrative officer that you wish to be considered for a continuing contract commencing with the next school year, and wish to have your professional competency so evaluated during this school year.

Signed _____

School _____

Date _____

Return to: Superintendent's Office
c/o Central Office or
1101 S.O.M. Center Road
Mayfield Heights, OH 44124

Any professional staff member who expects to complete the training and experience requirements for continuing status during any school year must so notify the Superintendent of Schools, using handbook form found on the next page, before ***October 1*** of that school year. Early notification is required in order to permit observation and evaluation of the applicant with continuing status in view.

The principal of each building shall remind the staff of this requirement at a staff meeting during the month of September of each school year.

2008/09 Testing Calendar

Date	Event	Location	Time
10/2/2008 Thurs.	Gr. 8 EXPLORE Test		
10/6/2008 Mon.	Gr. 3 Ohio Achievement Test/Reading		
10/7/2008 Tues.	Gr. 10 PLAN Test		
10/27/2008 Mon.	Gr. 11 & 12, Ohio Graduation Test/Re-test		7:30 - 10:30 a.m.
10/28/2008 Tues.	Gr. 11 & 12, Ohio Graduation Test/Re-test		7:30 - 10:30 a.m.
10/29/2008 Wed.	Gr. 11 & 12, Ohio Graduation Test/Re-test		7:30 - 10:30 a.m.
10/30/2008 Thurs.	Gr. 11 & 12, Ohio Graduation Test/Re-test		7:30 - 10:30 a.m.
10/31/2008 Fri.	Gr. 11 & 12, Ohio Graduation Test/Re-test		7:30 - 10:30 a.m.
11/3/2008 Mon.	Gr. 11 & 12, Ohio Graduation Make-up Test		7:30 - 10:30 a.m.
11/5/2008 Wed.	Gr. 11 & 12, Ohio Graduation Make-up Test		7:30 - 10:30 a.m.
11/6/2008 Thurs.	Gr. 11 & 12, Ohio Graduation Make-up Test		7:30 - 10:30 a.m.
11/7/2008 Fri.	Gr. 11 & 12, Ohio Graduation Make-up Test		7:30 - 10:30 a.m.
12/2/2008 Tues.	Gr. 11- first half Ohio Early Mathematics Placement Test		7:45 - 9:30 a.m.
12/3/2008 Wed.	Gr. 11- second half Ohio Early Mathematics Placement Test		7:45 - 9:30 a.m.
12/4/2008 Thurs.	Excel TECC Ohio Early Mathematics Placement Test		7:45 - 9:30 a.m.
1/26/2009 Mon.	Window opens for Gr. K-3 OTELA Tests		
2/24/2009 Tues.	Gr. 9 Terra Nova Test		
2/25/2009 Wed.	Gr. 9 Terra Nova Test		
2/26/2009 Tues.	Gr. 9 Terra Nova Test		
3/23/2009 Mon.	Window closes for Gr. K-3 OTELA Tests		
3/9/2009 Mon.	Gr. 2,4,6, Terra Nova Test		
3/10/2009 Tues.	Gr. 2,4,6, Terra Nova Test		
3/11/2009 Wed.	Gr. 2,3,4,6,7 Terra Nova Test		
3/12/2009 Thurs.	Gr. 2,3,4,6,7 Terra Nova Test		
3/13/2009 Fri.	Gr. 2,4,6, Terra Nova Test		
3/16/2009 Mon.	Gr. 10 (11-12) Ohio Graduation Test		
3/17/2009 Tues.	Gr. 10 (11-12) Ohio Graduation Test		
3/18/2009 Wed.	Gr. 10 (11-12) Ohio Graduation Test		
3/19/2009 Thurs.	Gr. 10 (11-12) Ohio Graduation Test		
3/20/2009 Fri.	Gr. 10 (11-12) Ohio Graduation Test		
3/17/2009 Mon.	Gr. 2,3,5,7 CoGAT Test		
3/18/2009 Tues.	Gr. 2,3,5,7 CoGAT Test		
3/19/2009 Wed.	Gr. 2,3,5,7 CoGAT Test		
3/23/2009 Mon.	Gr. 10 - 12 Ohio Graduation Test Make-up		
3/24/2009 Tues.	Gr. 10 - 12 Ohio Graduation Test Make-up		
3/25/2009 Wed.	Gr. 10 - 12 Ohio Graduation Test Make-up		
3/26/2009 Thurs.	Gr. 10 - 12 Ohio Graduation Test Make-up		
3/27/2009 Fri.	Gr. 10 - 12 Ohio Graduation Test Make-up		
4/1/2009 Wed.	Gr. 5 Iowa Algebra Aptitude Test		
4/2/2009 Thurs.	Gr. 5 Iowa Algebra Aptitude Test		
4/20/2009 Mon.	Window opens for Gr. 3,4,5,6,7,8 Ohio Achievement Test		
4/21/2009 Tues.	Gr. 5, 6, 7, 8 Ohio Achievement Test - Reading		
4/23/2009 Thurs.	Gr. 5, 6, 7, 8 Ohio Achievement Test- Math		
4/24/2009 Fri.	Gr. 7 Ohio Achievement Test - Writing		
4/28/2009 Tues.	Gr. 5 & 8 Ohio Achievement Test- Social Studies		
4/30/2009 Thurs.	Gr. 5 & 8 Ohio Achievement Test- Science		
5/8/2009 Fri.	Window closes for Gr. 3,4,5,6,7,8 Ohio Achievement Test		

APPENDIX F
OHIO ADMINISTRATIVE CODE RULE 3301-7-01
STANDARDS FOR THE ETHICAL USE OF TESTS

(A) These standards of ethical assessment practice shall be used in determining whether or not a practice related to assessment is consistent with the principles of performing one's duties with honesty, integrity, due care, and fairness to all and ensuring the integrity of the assessment process and the reliability and validity of any inference made from any result of an assessment. Except as otherwise specified, the following definitions shall be used in this rule:

- (1) "Assessment" shall include secure and non-secure standardized achievement tests, the Ohio graduation tests, state proficiency tests, the English language proficiency test, diagnostic tests as required by section 3301.0715 of the Revised Code, and secure alternate measurement instruments provided by the department of education. Assessment shall also include district and school-wide standardized assessment including norm referenced tests. Assessment shall include the test instrument itself and any part of the process of assessing or testing a student;
- (2) "Participating school" shall mean any city, exempted village, local, cooperative education, or joint vocational school districts any community or any chartered nonpublic school which participates in assessment; the state school for the blind; the state school for the deaf; or any school operated by the departments of youth services or rehabilitation and corrections; or any entity that tests its students with the statewide assessments;
- (3) "Appropriate staff" shall include any designated certificated or non-certificated employee of a participating school who has direct access to an assessment or participates in any activity related to preparing a student for an assessment, administering or scoring an assessment, and/or interpreting or using any result of an assessment;
- (4) "Secure assessment" shall include any assessment, whether state or national, that is administered to the entire or a portion of the entire state student population and/or that is provided by the state, the results of which are included in Ohio's accountability system, are included as part of a student's course, are part of the pre-college admission process, or are required by state and/or federal law. Secure assessments shall be treated as secure materials until released by the test developer and/or the department of education. They do not include any diagnostic assessment required to be administered pursuant to section 3301.0715 of the Revised Code, any practice Ohio graduation test required to be prescribed by the state board of education pursuant to section 3301.0710 of the Revised Code, any practice achievement test, or any assessment that already has been released to the public by the test developer or by the department of education as a public record following the school year that the assessment actually was administered; and
- (5) "Statewide tests" means any assessment that is provided by the department of education for use in all participating schools in the state.

(B) Each participating school and district shall ensure that all appropriate staff have knowledge of these standards of ethical assessment practice and shall monitor the practices of all appropriate staff to ensure compliance with these standards. Each participating school's and district's duties shall include, but not be limited to, the following:

- (1) Communicate in writing to all appropriate staff at least once annually the standards defining what is an unethical and/or inappropriate practice that are contained in paragraphs (C) through (E) of this rule as well as any additional standards of ethical assessment practice adopted by a participating school and district;
- (2) Clearly define and communicate in writing at least once annually to all appropriate staff how the standards shall be monitored and what sanctions shall apply for any violations of the standards and under what circumstances such sanctions will apply;
- (3) Clearly define and communicate to all appropriate staff prior to each assessment the purpose(s) for each assessment;
- (4) Clearly define and communicate in writing to all appropriate staff at least once annually all security procedures established by a participating school for each type of secure assessment identified in paragraph (A) of this rule, which shall include, but not be limited to, the test security provisions required by rule 3301-13-05 of the Administrative Code;
- (5) Provide any other information and training as may be necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering and/or scoring an assessment, and/or interpreting and/or using any result of an assessment;
- (6) Establish written procedures for reviewing what materials and practices shall be used in a participating school to prepare students for an assessment, and clearly communicate in writing these procedures, materials, and practices at least once annually to all appropriate staff;
- (7) Periodically review materials and practices related to preparing students for an assessment, administering and/or scoring an assessment, and/or interpreting and/or using any result of an assessment in order to ensure that the materials and practices are up-to-date, and clearly communicate in writing any additions or changes at least once annually to all appropriate staff;
- (8) Provide channels of communication that allow teachers, other educators, students, parents, and/or other members of the community to voice any concern about any practice they consider unethical and/or inappropriate; and
- (9) Establish written procedures for investigating any complaint, allegation, and/or concern about an unethical and/or inappropriate practice, ensuring protection of the rights of an individual, the integrity of an assessment, and any result of an assessment.

(C) In monitoring practices related to preparing students for a state-wide assessment, each participating school shall use, but not be limited to, the following standards

that define the types of practices that are unethical and/or inappropriate:

- (1) Any preparation activity that undermines the reliability and/or validity of an inference made from any result of an assessment;
- (2) Any preparation practice that results solely in raising scores or performance levels on a specific assessment without simultaneously increasing a student's achievement level as measured by other tasks and/or assessments designed to assess the same content domain;
- (3) Any practice involving the reproduction of any secure assessment materials, through any medium, for use in preparing a student for an assessment;
- (4) Any preparation activity that includes a question, task, graph, chart, passage, or other material included in an assessment, and/or material that is a paraphrase or highly similar in content to what is in an assessment;
- (5) Preparation for an assessment that focuses primarily on the assessment, including its format, rather than on the objectives being assessed;
- (6) Any preparation practice that does not comply with, or has the appearance of not complying with any statutory and/or regulatory provision related to security of an assessment; and
- (7) Any practice that supports or assists others in conducting unethical or inappropriate preparation activities.

(D) Except as specifically permitted by written instructions provided by the developer of an assessment, by the department of education, or by Chapter 3301-13 of the Administrative Code pertaining to accommodations and/or alternate assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices related to administering and/or scoring assessments that are unethical and/or inappropriate:

- (1) Any assessment used for purposes other than that for which it was intended;
- (2) Any practice that results in a potential conflict of interest or one that exerts undue influence on a person administering and/or scoring an assessment, either making or appearing to make an assessment process unfair to some examinees;
- (3) Except for accommodations and/or alternate assessments expressly permitted under Chapter 3301-13 of the Administrative Code, any change in procedures for administering and/or scoring an assessment that results in a nonstandard condition for one or more students;
- (4) Any practice that allows a person without sufficient and appropriate knowledge, skills, and/or training to administer and/or score an assessment;
- (5) Any administration and/or scoring practice that may produce a result contaminated by a factor not relevant to the purpose(s) of an assessment;
- (6) Any practice of excluding one or more students from an assessment solely because a student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of a group may be affected;
- (7) Any practice immediately preceding and/or during an assessment including, but not limited to, the use a gesture, facial expression, body language, language, or any other action and/or sound that may guide a students' response;
- (8) Except for the directions for administration as prescribed by the test developer and/or by the department of education, any practice such as providing to a student, immediately preceding and/or during administration of an assessment, any definition and/or clarification of the meaning of a word or term contained in an assessment;
- (9) Any practice that corrects or alters any student's response to an assessment either during and/or following the administration and/or scoring of an assessment; and
- (10) Any practice that supports or assists any person in unethical and/or inappropriate practices during administration and/or scoring of an assessment.

(E) In monitoring practices related to interpreting and/or using any result of an assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:

- (1) Providing interpretations of and/or using any result of an assessment in a manner and/or for a purpose that was not intended;
- (2) Making false, misleading, or inappropriate statements and/or unsubstantiated claims that may lead to false and/or misleading conclusions about any result of an assessment;
- (3) Any practice that permits appropriate staff without the necessary knowledge and skills to interpret and/or use any result of an assessment;
- (4) Any practice that violates, or places at risk, the confidentiality of personally identifiable information pursuant to section 3319.321 of the Revised Code;
- (5) Any practice that provides an interpretation or suggests a use of any result of an assessment without due consideration of the purpose(s) for the assessment, the limitations of the assessment, an examinee's characteristics, any irregularities in administering and/or scoring the assessment, and/or other factors that may affect any result; and
- (6) Any practice that supports or leads any person to interpret and/or use any result of an assessment in unethical and/or inappropriate ways.

(F) Each participating school shall cooperate with the state board of education in conducting an investigation of any alleged unethical and/or inappropriate assessment practice as defined in this rule.

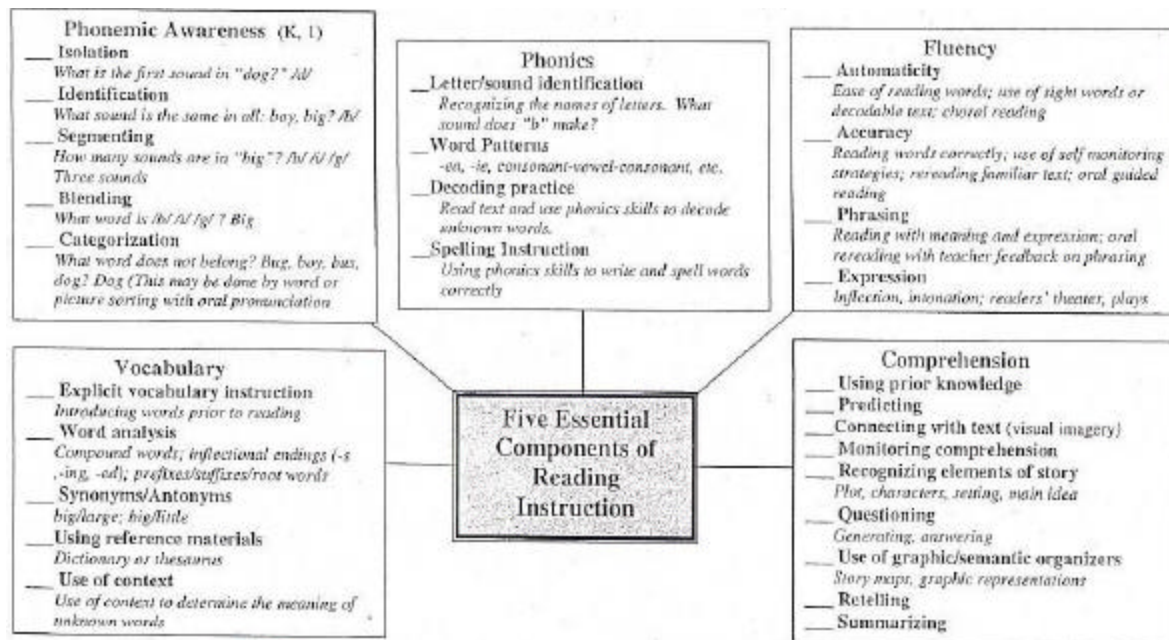
Lesson Plans

Mayfield courses of study are aligned with Ohio Academic Content Standards. Teachers are required to teach the courses of study.

Lesson plans give clear directions for instruction and implementation of the course of study. Mayfield requires that one week's advanced work be organized in a lesson plan. The plan should contain course of study objectives, the materials/equipment needed, the procedures used to teach the lesson, student assignments for guided practice, and the method of evaluating the effectiveness of the lesson. If appropriate, student homework assignments should also be indicated.

K-7 LANGUAGE ARTS PROGRAM

In 2003 the Mayfield Board of Education adopted *Balanced Literacy* as the district's K-7 language arts program. In a balanced literacy program students receive instruction based on the five essential components of reading instruction (National Reading Panel, 2000). No one process receives more attention than another; all are equally important, thus the term *balanced*. Comparable amounts of time should be devoted to each of the essential components. Instruction includes whole group, small group, and individual instruction. Every student receives explicit teacher instruction every day.



National Reading Panel: Teaching Children to Read. Washington, DC: Institute of Health and Human Development.

www.nationalreadingpanel.org

Field Trips

The following field trips are choices for grades K-6. The board policy indicates that two days out of class are permitted for bus field trips. Walking field trips that take one hour or less of class time are unlimited as long as they are related directly to the courses of study.

The trips on the list are related to the grade level curriculum. Many of the trips suggested appear on two grade level lists. Each school should determine the appropriate trips with as few repeats as possible.

The best possible type of field trip is one that is related directly to the curriculum, not “stretched to fit”. For optimum learning, brain research suggests that field trips be interactive, not passive visits. Please keep this in mind when determining the desired learning outcome for the field trips.

Kindergarten: Lake Farm Park or Zoo; Health Museum/Metro Park/Holden Arboretum; Fire Station/Police Station/Post Office; Patterson’s

First Grade : Crawford Auto Museum of Western Reserve Historical Society; Lake Farmpark; Natural History Museum; North Chagrin Nature Center; Penitentiary Glen; Holden Arboretum; Hale Farm; Six Flags (inner world of seas); Cleveland Trip; Playhouse Square (Ohio Theater, etc.); Science Center; Zoo

Second Grade : Natural History Museum (Earth, Planetarium); Six Flags (Polar Regions/Habitats); Lawnfield: Cookies by Design can visit school for economics unit

Third Grade: Lolley the Trolley; Lake Farm Park (simple machines); The Cleveland Playhouse; Health Museum; Great Lakes Science Center; Urban Childhood of 150 Years Ago (Western Reserve Historical Society) Holden Arboretum

Fourth Grade: James Garfield; Harry London Chocolate Factory (economics); Court House; Plain Dealer (economics); Natural History Museum (Rocks and Minerals); Penitentiary Glen (“Interdependence – Nature Seeks a Balance”; Living Things); Lake Metro Parks (“Weather Watchers”); Great Lakes Science Center; Discovering Ohio Indians; Erie Canal Reservations (Settling the Western Reserve)

Fifth Grade : Natural History Museum; Justice Center; Hale Farm; North Chagrin;
Playhouse Square; Brecksville Gorge

Separate trip last day of school: Columbus (government) {Exception}

Art: Art Museum

Music: Cleveland Orchestra; Playhouse Square musicals; Severance Hall

In order to arrange a field trip, the new field trip form should be completed and returned to the building principal at least **one month** before the scheduled trip. Bus request slips must be approved by the principal **one month** ahead of the scheduled date. No class will be permitted more than two out of school days for field trips.

Walking field trip forms should be turned in to the principal at least 2 weeks ahead of the scheduled date.

Parent permission is required for all field trips, including walking trips.

See the Board of Education Policy for additional information.

HOMEWORK

Grades K-2

Homework should be:

1. approximately 30-50 minutes per weekend.
2. mainly from previously mastered objectives.

Suggested homework for parents:

1. reading to child;
2. child and parent reading together (supported reading);
3. child reading independently to parent and
4. practice math facts and spelling words for short periods each night.

Grades 3-4

Homework should be:

1. approximately 100-120 minutes each week;
2. mainly from previously mastered objectives;
3. meaningful;
4. followed by immediate feedback from teacher and
5. not be project based (projects need to be completed in class).

Grades 5-6

Homework should be:

1. approximately 135-160 minutes each week;
2. mainly from previously mastered objectives;
3. meaningful and
4. followed by feedback from teacher.

Grades 7-8

Homework should be:

1. approximately 200-260 minutes each week;
2. mainly from previously mastered objectives;
3. meaningful and
4. followed by feedback from teacher.

Grades 9-12

Homework should be:

1. approximately 300-400 minutes each week;
2. mainly from previously mastered objectives;
3. meaningful and
4. followed by feedback from teacher.

(Approval date: December 19, 2001)

TUTORING FOR PAY

No teacher may tutor for pay a student who is a member of his/her class. Tutorial assistance to students is considered a normal responsibility of the teacher, except in extenuating circumstances.

A teacher may tutor other students on school premises for pay only in accordance with the following conditions.

1. Tutoring is done after the regular school day unless special exceptions are approved by the Superintendent.
2. Tutoring in the school must have the approval of the principal and must be in accordance with District requirements and guidelines for community use of school facilities.

(Adoption date: December 19, 2001)

Information to Parents

The principal must approve any information sent home with pupils. When material is sent home, explain the content to students and why the paper is important for their parents to receive and read.

The Superintendent or his/her designee before dissemination to students must approve items other than authorized school district material. Buildings should not accept unapproved materials. Those seeking approval should be directed to the Central Office.

Community bulletin boards are available in each building for posting public notices important to parents, students, and staff.

Reporting to Parents
2008-2009

Communication between parent and teacher is extremely important. Teachers should never hesitate to get in touch with a parent when a problem arises. In addition, teachers are encouraged to inform parents of those children who are performing at exemplary levels. A phone call or note with "good news" is a pleasant experience not soon forgotten by the recipient. Thoughtful efforts such as these increase parental support for the schools which in turn makes the teacher's job more effective.

Report cards will be sent home or elementary may be passed out at parent conferences:

November 7, 2008 – Grades K - 8
November 10, 2008 – High School

Grades K – 12 Report cards will be sent home on:

January 30, 2009
April 3, 2009 (Grades 1 – 12 only – No Kindergarten report cards issued)
Week of June 8, 2009

In addition, teachers are to prepare mid-term progress reports. These reports will be sent home on:

October 3, 2008
December 12, 2008
March 3, 2009
May 8, 2009

Teachers, of course are encouraged to send reports home at any time or use other methods of communicating a child's progress.

Parent conference dates are as follows:

Elementary Schools

November 6 – 3:00 – 9:00 p.m.
November 7 – 7:30 a.m. – 3:00 p.m.

Middle School

November 13 – 4:00 p.m. – 9:00 p.m.
November 14 – 7:30 a.m. – 4:00 p.m.

High School

November 25 – 3:00 p.m. – 9:30 p.m.

CEVEC

November 18 – 3:15 – 7:00 p.m.

Contact With Non-Custodial Parents

The Mayfield School District believes it is appropriate to afford non-custodial parents* the opportunity to be informed and to participate in the education of their children on the same basis as any parent. Access to the records shall be in accordance with the Family Educational Rights and Privacy Act of 1974. Upon request, non-custodial parents shall be entitled to exercise all parental rights to the extent that a legally binding instrument or court order does not restrict such rights. Action shall be taken to inform non-custodial parents of their rights and to assist them in the exercise of those rights.

*A non-custodial parent refers to the parent who does not have custody of the child, but does have the right to information about the child's education.

Procedures:

1. A reasonable attempt will be made to publicize this policy so that all affected parents will know of its existence and its provision. Articles will be placed in the school community newsletter and in parent-teacher group newsletters.

In addition, information about the policy will be presented to the media and to interested publishers of educational journals.

2. The Emergency Medical Authorization form will have a section for listing the name, address, and telephone number of the non-custodial parent.
3. Parents may initiate a written request to the building principal for the standard information listed below:
 - A school calendar
 - Grade reports
 - Conference dates and times
 - Progress reports
4. During September of each school year, an information letter about the practice will be sent to each non-custodial parent listed on the medical authorization form.
5. At the elementary level, a mutually agreeable conference arrangement will be made.
6. All staff will be oriented to rights of non-custodial parents and these procedures.

ACCELERATION

The educational philosophy supports the academic flexibility necessary to meet the individual needs of its students. The possibility of subject acceleration is one method of demonstrating this academic flexibility.

Students should possess and demonstrate social and emotional characteristics that will permit conformity with the pattern of behavior commonly expected of students in the requested grade placement. Students with a demonstrated high ability will always be considered in terms of social and emotional factors that interact with the high ability.

Subject acceleration may be considered and/or permitted in grades one through seven if the following criteria are met:

1. The student has successfully met the eligibility criteria for the District's AEP Program.
2. The student has obtained a cognitive score of at least three standard deviations above the mean on the qualitative ability portion of a standardized test.
3. The student has obtained scores of 95% and above the average in the mathematics section of a standardized achievement test.

Time Line/Sequence of Events

1. Subject acceleration will be considered during the first quarter of each school year. Each request for subject acceleration will be considered on a case by case basis.
2. An informal meeting is set up by the building principal to discuss the needs of the student. The classroom teacher, principal, school psychologist and AEP coordinator will be present at this meeting.
3. After test evidence and interview information is considered, a plan will be created to subject accelerate or enrich at grade level in math.
4. The plan will be reviewed by the curriculum office.
5. The plan and decision will be presented/discussed with parents and the building principal. The decision may be appealed to the Superintendent.

(Adoption date: December 19, 2001)

REMEDIAL INSTRUCTION

The educational program is designed and operated to be developmentally appropriate and avoid the necessity for remedial education. In those cases in which students have clearly not performed commensurate with their capabilities, efforts are made to remedy the condition and attain the learning results sought.

The Board directs the classroom teachers of students in their first, second and third grades to annually assess and identify, at the end of the school year, the reading skills of each student who is reading below grade level. The parent or guardian is notified of each student whose reading skills are below grade level and intervention services are provided to the student.

Students who are reading below grade level at the end of the third grade are offered intense remediation services during the summer following third grade.

The District involves the student's parent(s) and classroom teacher in developing the intervention strategy and offers to the parent(s) the opportunity to be involved in the intervention.

Intervention services will be offered to students who fail to attain proficient score on the following tests:

1. any fourth or ninth grade proficiency test or
2. on a third, fourth, fifth, seventh, eighth or tenth grade achievement test.

Any fourth or sixth grade student who fails to pass three or more of the five proficiency tests is offered summer remediation.

Students in the fourth, fifth, seventh or eighth grade may be retained if they score below basic on one achievement test.

Effective July 1, 2003

The fourth grade reading guarantee will be replaced with the third grade reading guarantee.

Third grade students who receive a below basic score on the third grade reading achievement test are provided one of the three options:

1. promotion to the next grade if the principal and reading teacher agree that other evaluations of the student's work indicate the student is academically prepared for the next grade;
2. promotion to the next grade with "intensive intervention" in that grade or

3. retention in the current grade.

Certain students who are offered intervention services with after-hours or in summer classes are truant if they don't attend the intervention programs.

Intervention services will be offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

The Superintendent is directed to maintain remedial instructional programs or intervention that assist all students in meeting and maintaining minimum levels of student proficiency in communication and computation skills. These programs include procedures to evaluate student achievement related to the remedial program objectives and standards. Ongoing communication between teaching staff members and parents of students participating in remedial educational programs is coordinated by the Superintendent and the administrative staff. The Superintendent is directed to evaluate the remedial education programs and report to the Board each school year as to their effectiveness in maintaining minimum levels of student proficiency.

(Adoption date: December 19, 2001)

LEGAL REFS.: ORC 3301.07
3313.608
OAC 3301-35-02

CROSS REF: IKE, Promotion and Retention of Students.

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet the minimum standards of the Ohio Department of Education as well as those of the North Central Association of Colleges and Secondary Schools and, further, that our high schools compare favorably with high schools in the state recognized for excellence.

The minimum requirements for graduation from high school are as follows.

	<u>Currently</u>	<u>9/15/03</u>
English	4 units	4 units
Social studies	4 units	3 units
Science	2 units	3 units
Mathematics	3 units	3 units
Health and P.E.	1 unit	1 unit
Electives	<u>8 units</u>	<u>7 units</u>
	21 units	21 units

The requirements for graduation include:

1. student electives of at least one unit, or two half units, from the areas of business/technology, fine arts and/or foreign language and
2. units earned in English language arts, mathematics, science and social studies delivered through integrated academic and technical instruction.

Each student is required to complete three units in another subject in addition to the English requirement.

Summer school credits are accepted toward graduation, provided that administrative approval has been given prior to registration for the course.

Credit is awarded for a course successfully completed outside of regular school hours by a student at an accredited post-secondary institution. High school credit awarded for a course successfully completed under this section of the Ohio Revised Code counts toward the graduation requirements and subject area requirements of the District. If a course comparable to the course successfully completed is offered by the District, then comparable credit for the completed equivalent course shall be awarded. If no comparable course is offered, the District shall grant to the student an appropriate number of credits in a similar subject area.

The course can be free of charge or paid by the student's parent or guardian.

High school courses offered through correspondence courses are accepted for credit toward graduation only when they meet the following criteria.

1. Credits earned in correspondence schools directly affiliated with state universities are evaluated by the school administration for students who wish to qualify for graduation from high school.
2. Credits earned from correspondence schools not directly affiliated with an accredited college or university may not be applied toward graduation.
3. Credits earned from schools which have been established primarily for correspondence study, rather than an institution primarily for residence study, are not accepted toward graduation.

High school courses offered through the United States Armed Forces Institute by cooperating colleges and universities are accepted for credits toward graduation as follows.

1. An official transcript must be received from the school offering the course. Credits granted must comply with State Department of Education regulations and also North Central Association of Colleges and Secondary Schools requirements.
2. No more than eight Carnegie units of credit or equivalent quarter hours may be granted for courses in the armed forces.

Student work completed in grades eight through twelve is applied towards graduation credit if the course is taught by a licensed teacher and is designated by the Board as meeting the curriculum requirements.

(Adoption date: December 19, 2001)

LEGALS REFS.: ORC 3313.60; 3313.603; 3313.61
OAC 3301-35-02

CROSS REFS.: IGCD, Educational Options (Also LEB)
IGCI, Community Service Learning

REQUIREMENTS FOR REPORTING CHILD ABUSE

Recent changes in State law governing child abuse and an increased frequency of reported cases of suspected child abuse warrant this policy to all principals and other staff members regarding the management of cases of suspected child abuse. The following procedure is to be used in cases of suspected child abuse.

1. Any school employee who knows or suspects that a child is being, has been or is in peril of being abused and/or neglected or a disabled child under 21 years of age has suffered or is suffering any type of abuse or neglect shall immediately report that suspicion, in person or by telephone, to the Cuyahoga County Department of Children Services. If the Department of Children Services is unavailable, the report should be made to the appropriate police department.
2. Appropriate telephone reports and the follow-up written reports, including documentation, will be submitted to the Cuyahoga County Department of Children Services by the employee suspecting the abuse or neglect.
3. The employee will then give the information to the principal and to the Pupil Services Department and include the names and addresses of the child and his/her parent(s) or person(s) having custody of such child. The report should also include the child's age, the nature and extend of the child's injury, or the evidence of neglect. Any further information, which might be helpful to the agency, may also be supplied.

School personnel who make reports or participate in judicial proceedings resulting from such reported cases of suspected child abuse shall be immune from civil or criminal liability that might otherwise be incurred or imposed as a result of such action.

Recent additions to the Ohio Revised Code indicate that any person who is required to report a case of suspected abuse or neglect and fails to do so is guilty of a misdemeanor of the fourth degree. A second addition to the law recently instituted indicates that reports made under this section of the Ohio Revised Code are confidential and any person who permits or encourages the unauthorized dissemination of its contents may be found guilty of a misdemeanor of the fourth degree.

All personnel are encouraged to contact the Office of Pupil Personnel with respect to any questions relating to procedures contained within this policy as well as the reporting of suspected cases of child abuse.

The Board shall develop a program of in-service training in child abuse prevention for all elementary school nurses, teachers, counselors, school psychologists and administrators. The Board shall develop this program in consultation with public or private agencies or persons involved in child abuse prevention or intervention programs.

Each person employed by the Board to work as an elementary school nurse, teacher, counselor, school psychologist or administrator shall complete at least four hours of in-service training in child abuse prevention within three years of commencing employment with the District.

(Adoption date: December 19, 2001)

LEGAL REFS.: ORC 2151.421
3319.073

SUSPECTED CHILD ABUSE, NEGLECT AND/OR ENDANGERMENT REPORT

Name of Child _____ Birth date _____ Sex _____

Address _____

Parent(s)/Custodian's Name _____

Address _____ Telephone No. _____

1. Nature and extent of the child's injuries or evidence of neglect or molestation:

2. Describe any evidence of previous known or suspected abuse or neglect to the child's siblings:

3. Names and addresses of the persons responsible for the suspected abuse or neglect, if known:

4. Name, address, telephone number of school and name and position of the person making the report:

5. Action taken by the school:
 - A. Date and time of call to Children's Services:

 - B. Other:

Date

Signature

This notice is provided in accordance with ORC 2151.421

Cc: Board of Education Office: Pupil Services

REPORTING CHILD ABUSE

In compliance with Board policy and State statute, District employees are required to report to the proper legal authorities any sign of child abuse or neglect. The child may suffer from physical abuse and neglect, sexual abuse and/or emotional maltreatment. Basically, physical abuse is the non-accidental, physical injury of a child; physical neglect is the failure to provide proper parental care, support, medical attention and education for a child; sexual abuse is any indecent sexual activity involving the child and emotional maltreatment is the failure to provide warmth, attention, supervision and/or normal living experiences for a child. This applies to a student under the age of 18 and physical or mentally disabled students under the age of 21.

In this respect, the following may be considered signs of such abuse or neglect and should be reported immediately:

1. malnutrition and/or basic deprivation
2. significant history (siblings abused)
3. direct parental threats or admission of abuse or neglect
4. dental injuries or eye injuries
5. head injuries
6. repeated burns or poisoning
7. scars and bruises in unusual locations (neck, back, buttocks, under arms, behind knees, tops and bottoms of feet)
8. injuries reflecting direct blows or use of instruments

Procedure for Reporting

All suspected cases are to be reported even if documentation is not available. The law provides protection for the reporting staff member who acts in good faith. Professional staff members may report directly to Children's Services, or the appropriate local law enforcement agency. Classified staff members are to report to the principal or his/her supervisor.

1. Since it is the responsibility of the social worker and/or law enforcement agency to investigate possible abuse and/or neglect, school personnel should not pressure the child to divulge information regarding any injury or other circumstances surrounding the abuse and/or neglect. The school need not prove that abuse and/or neglect exists before reporting. They need only suspect that abuse and/or neglect has or is currently occurring.

2. The oral report given to the investigative agency shall include the types of information listed on the following exhibit (SUSPECTED CHILD ABUSE, NEGLECT AND/OR ENDANGERMENT REPORT).
3. The oral report shall be followed within one working day by a written report. A copy of this report shall be sent to the building principal/immediate supervisor. The supervisor will send the report to the Superintendent.
4. Under State law, reports of suspected child abuse and/or neglect are confidential. Any person who permits, encourages or disseminates information contained in the report, except in authorized situations, is guilty of a misdemeanor of the fourth degree.

Copies of child abuse, neglect and/or endangerment forms or related correspondence should not be kept in the child's educational records. Child abuse, neglect and/or endangerment reports are considered confidential law enforcement records as defined by State law, and, as such, are excluded from those records accessible to public inspection or inspection by the subject of the report. Educational records may not be guaranteed this privilege, and may be open to inspection or copying by the subject of the personal information his/her legal guardian or attorney authorized by the subject.
5. The parents or guardians shall not be notified that a report has been made by the school.
6. The building principal should notify principals having siblings in their buildings that the report has been made and that it is possible that the Children's Services or a law enforcement officer may be contacting the school to arrange an interview with siblings. Building principals should also inform the child's counselor.

Procedures for Child Interviews

In interviewing a child on school premises by the Children's Services or a law enforcement officer, the following guidelines must be followed:

1. School personnel shall request identification from any law enforcement officer or Children's Services employee prior to allowing the child to be interviewed in the school.
2. They must obtain school permission to interview the child.
3. The building principal or designee will be present during the interview of student.

4. The immediate removal of the child from the school premises can only be done with proper legal documents or by a law enforcement officer.

Suspected Abuse by Staff Members

If a staff member is suspected of abuse, his/her supervisor should be notified immediately and the matter kept in strict confidence by the reporting person. The supervisor shall follow the District's due-process procedures for dealing with an employee's real or alleged violation of any law or District policy. This procedure does not negate the requirement for the reporting person to report the suspected abuse to the proper agency.

Food Allergies Guidelines

Due to an increased number of children with food allergies in recent years, the following guidelines are to be followed in order to provide safety for children and to protect you from liability.

General Procedures

1. Check last year's Health Alert list for students with severe food allergies. Ask the clinic staff to investigate the allergy status of children new to your school.
2. Have all students bring their own snacks. On days when there is a birthday treat/holiday treat ask parents to choose nut free snacks. (Read information below regarding handling "snack/treat" times for the food allergic child.)
3. Consider intrinsic rewards for learning and behavior. If you must use extrinsic rewards, use something other than food.

If you have a student with food allergies

1. Expect the school nurse to in-service you on the particular food allergy and what to do when a child has a severe allergic reaction.
2. Send a note the first day of school asking parents not to send products with the potentially allergic content.
3. Explain the allergy to all students in the class with the permission of the parent and student. (The school nurse may have some materials to assist you with this.)
4. The parent of the allergic student should provide all snacks for the child. Special "treats" for party/holidays should be kept on hand and also provided by the parent.
5. Do not keep products in the classroom that contain or have the potential to contain the potentially allergic content.
6. Inform room parents to avoid all items containing nuts as a general rule. If you have a student with a nut allergy everything that is served should be determined in advance so that the parent of the allergic child knows what will be served. Invite the child's parents to come to the party.
7. Make sure all craft items, visitor demos, and programs are monitored for potentially allergic content.
7. Place a large, brightly colored information sheet about the child's allergy in your sub folder. Include emergency instructions.
8. You may want to post a generic sign in your room in a prominent place stating, "Allergic Child In This Room! No ____ please."
9. When you are going to be absent ask that the school nurse be informed. This will enable the school nurse to act as a liaison with your substitute, thus insuring your substitute is aware of the child's server allergic status.

Steps to take when using food in the classroom

1. Check Ohio Academic Content Standards for a specific connection with any cooking projects or food tasting fairs.
2. Inform parents of the allergic child in advance and before publicizing the use of food in the classroom.

3. Ask parents to send a note stating the child can participate in the classroom lessons containing food.

**MAYFIELD CITY SCHOOLS
OHIO TESTING SECURITY PROCEDURES**

According to Ohio Statewide Testing Program Rules Book November 2005, “Each district board of education, community school, and chartered nonpublic school must have written procedures to protect the security of the statewide tests.” The Mayfield Board of Education approved the following procedures on February 22, 2006.

Test Security

1. No Mayfield City School District employee or person associated with the Mayfield City Schools shall release, cause to be released, reproduce, or cause to be reproduced any secure test materials through any means or media, including, but not limited to, electronic, written or oral means.
2. No unauthorized person shall have access to secure test materials at any time such materials are in the Mayfield City School District.
3. PENALTY: Personnel violating any of the above rules shall be reprimanded in writing and subject to dismissal if investigation indicates violation of the reproduction standard, providing assistance to a student or student(s), or providing information about the test to any individual. **PROVEN VIOLATIONS MAY RESULT IN DISMISSAL FROM EMPLOYMENT AND/OR LOSS OF CERTIFICATION IN THE STATE OF OHIO.**

Responsibility For Ensuring Test Security

1. At the DISTRICT LEVEL, the Superintendent and the District Test Coordinator will be responsible.
2. At the BUILDING LEVEL, each elementary and middle school principal will serve as the Building Test Coordinator and will be responsible. At the high school the Principal and the Building Test Coordinator will be responsible.

Personnel Authorized to Have Access to Tests

1. District Test Coordinator
2. Principals
3. Building Test Coordinators
4. Building Test Assistants
5. Special Education Director
6. Special Education Coordinator
7. Middle School Guidance Counselors
8. Employees designated and trained as Test Administrators
9. Translators hired by the district for ESL testing

10. Designated classified employees assigned to and under the supervision of the above-named authorized personnel for the purpose of sorting and preparing materials for distribution to and collection from Test Administrators.

Handling and Tracking of Test Materials

The flow of testing materials follows:

- District Test Coordinator
- Building Principals and/or Building Test Coordinator
- Test Administrators
- Students being tested

Before Testing

1. The District Test Coordinator will establish a yearly testing schedule.
2. The Building Principal and/or Building Test Coordinator will establish a daily testing schedule for test administration, including provisions for students who need additional time or special accommodations.
3. In October the District Test Coordinator will notify Building Test Coordinators of online Ohio Rules for Testing.
4. District rules for Ohio Testing will be posted each fall in the Mayfield Teacher Handbook.
5. In February the District Test Coordinator will hold a meeting with Building Test Coordinators and designated classified staff to review Ohio Rules and District testing procedures. The most recent copy of the Ohio Statewide Testing Program Rules Book will be distributed to each Building Test Coordinator.
6. Appropriate training will be given to Test Administrators, teachers involved in test administration and/or proctors about test administration and security procedures. Each Building Test Coordinator will complete this training.
7. Building Principal and/or Building Test Coordinator shall ensure that the appropriate number of Test Administrators and/or proctors will be available for assignment to examination rooms on each day that a test will be administered so that the required 1:30 ratio is met.
8. Upon receipt of the testing materials, the District Test Coordinator will distribute the materials to Building Test Coordinators who will promptly open and verify the stated quantities. If discrepancies exist, the District Testing Coordinator will be notified, who will then report the discrepancies to the Ohio Department of Education.
9. A Testing Document List will be completed by the Building Test Coordinator indicating the Test Administrator, the test, the number of tests by booklet number, the number of answer documents, and administration manuals.
10. Testing materials will be sorted and stored in a secure location within the building at which the tests will be taken.
11. No shrink-wrapped materials may be opened before the day of the test. Test administration manuals are not secure and may be distributed or copied from the Internet prior to testing.

12. Test Administrators will personally receive from and return to the Building Test Coordinator all testing materials.
13. Any and all charts, maps, globes, word lists and other materials that could assist students with test items shall be covered or removed from the testing room prior to test administration.
14. Test Administrators will personally distribute to and collect from each student all test materials.

During Testing

1. Except for modifications made in accordance with the “Provisions for Participation of Students with Disabilities,” only materials specifically designated by the Ohio Department of Education shall be provided to students and/or permitted in the testing room during any testing session. For the purpose of these provisions, designated materials include the testing booklet, the answer document, a #2 pencil, and in the case of a student whose native language is other than English, a translation dictionary. Tests do allow rulers at grade 3; calculators at grade 6, 7 and on the Ohio Graduation Test; and protractors at grades 5. Only calculators provided by the Ohio Department of Education will be permitted on the Ohio Graduation Test.
2. Test Administrators may not deviate from the oral directions in bold type.
3. Test Administrators may not give examples, define terms, or make any comments about student answers.
4. Test Administrators may not encourage students to check their work when finished.
5. Test Administrators may not allow any non-authorized person in the testing room during testing.
6. Students who complete the test prior to the end of the test session must follow a pre-established procedure when turning in their tests.
7. A student leaving the testing room after testing materials have been distributed will not be permitted to take any materials from the testing room. No student will be permitted to leave the testing room until the Test Administrator accounts for his/her test booklet and answer document.
8. Only in an extreme emergency should the Test Administrator leave the testing room unsupervised. In the event of an extreme emergency, students will place their answer documents inside their test booklets and leave the testing materials on their assigned desks. The Test Administrator will lock the door after all students have left the testing room.
9. A student who becomes ill during testing will turn in his/her test booklet and answer document and go to the attendance office/clinic. The Test Administrator must collect the test booklet and answer document. The remainder of the test will be administered during the makeup-testing period.
10. Before, during, and after test administration, teachers are prohibited from discussing with students in any fashion, any specific question or information that may be part of these tests.

11. Late arriving students should report to the office for directions. If necessary, the students will take the test during makeup sessions.

After Testing

1. When tests are completed, the Test Administrator should immediately deliver them to the building collection site.
2. At the conclusion of testing each day, the Building Test Coordinator will verify the return of all tests as reported on the Test Documentation List from each Test Administrator.
3. All testing materials will be kept in a secure location except when they are being prepared for shipment.
4. At the conclusion of regular testing, the Building Test Coordinator will prepare and mail the answer documents.
5. At the conclusion of makeup testing, the Building Test Coordinator will prepare and mail the test booklets and answer documents.
6. All overages shall be sent to the Curriculum Office.
7. Anyone who has been authorized access to tests should not release or discuss test questions with students, media, or the general public before tests are released by the Ohio Department of Education in July.

Procedures for Investigating Alleged Test Security Violations

DURING A TEST ADMINISTRATION PERIOD:

1. If a student is suspected of cheating, the Test Administrator will investigate his/her suspicion using reasonable and non-disruptive methods. If possible, the Test Administrator should share his/her suspicion with another educational professional, preferably an authorized person.
2. When the Test Administrator is positive, beyond all reasonable doubt, that student(s) is/are cheating, the Test Administrator will retain the student(s) until the conclusion of the testing session and personally escort the student(s) to the school office for a meeting with an administrator. Security of the testing materials needs to be maintained.
3. The student(s) will be provided due process according to the established district procedures.
4. Upon completion of the inquiry, the Test Administrator will submit the "Irregularity Report" annotating the circumstances of the security violation to the Building Test Coordinator. The Test Administrator will describe, as comprehensively as possible in writing, the circumstances of the violation(s) as witnessed.
5. The Building Test Coordinator will notify the Superintendent and District Test Coordinator who will notify the Ohio Department of Education.

DURING NON-TEST TIMES:

1. Any employee of the Mayfield City School District discovering test booklets, overhearing specific test-related conversation, or being apprised of information related to test security, will immediately report to the Building Test Coordinator the nature of the discovery and the individuals involved. The Building Test Coordinator will notify the Building Principal (if not the same person).
2. The Building Principal will investigate the situation and file a written report with the District Test Coordinator.
3. The involved individual will be provided due process according to established district procedures.
4. The District Test Coordinator will notify the Ohio Department of Education.

Penalty For Confirmed Security Violations

1. A student confirmed of breaking test security will have his/her test invalidated and will be subject to other disciplinary action.
2. Any Mayfield City Schools' employee failing to follow test security procedures will be subject to termination of employment and a misdemeanor charge in accordance with the Ohio Revised Code.

Reporting Test Security Violations

The District Test Coordinator will notify the Ohio Board of Education of any test security violations. The Mayfield City School District will cooperate with the Ohio Board of Education in any investigation of test security.

***** When Building Test Coordinators or administrators have questions about Ohio testing, they should refer to the Ohio Rules Book and District Test Policy prior to contacting the District Test Coordinator.***

7/5/06