



Dover Middle School

“GRIT: Push Yourself to the Limit”

Student Handbook

2017-2018

2131 N. WOOSTER AVE.
DOVER, OH 44622
OFFICE: 330-364-7121
FAX: 330-364-7127

Property of: _____

Address: _____

Phone #: _____ Email: _____

In case of emergency, please notify:

Name: _____ Phone #: _____

The information in this book was the best available at press time. Watch for additional information and changes.



©2016 School Datebooks, Inc. All rights reserved.

No part of this publication may be reproduced, transmitted, transcribed, stored in any retrieval system, or translated in any form without the written permission of School Datebooks, Inc.

2880 U.S. Hwy. 231 S., Suite 200 • Lafayette, IN 47909 • (765) 471-8883
<http://www.schooldatebooks.com> • sdi@schooldatebooks.com

TABLE OF CONTENTS

Achievement Testing	12	Grade Level Time Schedules	4
After-School Activities	7	Grading Policy	11
Attendance/Absence	4	Homework.....	5
Awards/Commendations	11	Illness or Injuries	19
B.Y.O.T.....	14	Immunizations.....	20
Bullying Policy	8	Medications at School.....	18
Closed Lunch	21	Mission/Vision Statements.....	3
Code of Conduct	9	Notice of Designation of Directory Information	22
Computer Login Catalogue Sheet	26	Nutritional Services.....	21
Course Information.....	12	Promotion and Retention	11
Discipline	6	School Bus Rules	21
Dress Code	8	Schoology	4
Early Dismissal	5	Sexual Harassment	7
Emergency Closing/Crisis Plans	7	Special Services	15
Entrance Requirements.....	20	Supply Fee.....	6
Extracurricular Activities	15	Tardiness	5
FERPA Notification.....	22	Technology Acceptable Use Policy	12
Field Trips.....	7	Vacation/Hunting Policy.....	5
Gifted Identification.....	24		

DISCLAIMER

Due to space considerations, some of the policies appearing in this handbook are shorter versions of the policies adopted by the Board and which appear in the Board Policy Manual. Unless the Board has specified otherwise in its action adopting this handbook, the shortened versions of the policies included in this handbook are not to be considered newly adopted Board policies.

DOVER CITY SCHOOLS & DOVER MIDDLE SCHOOL

Vision and Mission Statements With Beliefs

DISTRICT VISION

Dover Schools.....Addressing Tomorrow's Challenges Today

DISTRICT MISSION

Educating all students to their fullest potential to become productive and responsible citizens through the coordination of parents, teachers, and community is the mission of the Dover City Schools.

DOVER MIDDLE SCHOOL MISSION

It is the mission of Dover Middle School to develop and provide learning opportunities that result in the highest level of achievement for each student. We believe learning is a process that continuously develops academic and life skills, effectively uses technology, and provides an understanding of a global society. Education is a shared responsibility among teachers, staff, students, and community.

BELIEFS

We, as a district, believe the following regarding students, parents, community, schools, teachers, administrators, and board of education.

I. Students:

1. All students have the ability to learn. All students have the right to learn.
2. Students learn when they link concepts to real-life activities.
3. All students are unique; diversity should be valued.
4. Students learn through interaction and application.
5. Students want a safe, consistent, positive environment in which to learn.

6. Students need a support system to succeed.
7. Students prefer choice.
8. Students should be challenged.
9. Students need to be trained to be life-long learners.

II. Parents:

1. All parents should want their children to succeed.
2. Parental support encourages school success.
3. All children are born teachable.
4. Environment influences children.

III. Community:

1. The Dover community should be supportive.
2. A sense of ownership is crucial for all team members.
3. The Dover community should provide students with mentorship and apprenticeship opportunities.

IV. Schools:

1. Schools should have technology as a part of all learning.
2. Schools should not be an 8:00 – 4:00 institution.
3. Schools should foster trust and respect.
4. Schools should be flexible and child-centered.
5. Schools should revolve around people.
6. Schools should not be a separate entity. Schools and community should work together.
7. Schools should provide employees with growth opportunities.
8. Schools should provide learning opportunities outside of their walls.

V. Teachers:

1. Teachers will provide an inviting classroom environment for students by establishing clear classroom and team expectations and help students grow individually and academically.
2. Teachers will as educators model the commitment to high-quality work ethic that we expect to develop in our students.
3. Teachers will teach for understanding and provide a variety of opportunities for students to have their individual needs and learning styles addressed so that achievement of intended outcomes of the curriculum can be met.

Property of: _____

Address: _____

Phone #: _____ Email: _____

In case of emergency, please notify:

Name: _____ Phone #: _____

The information in this book was the best available at press time. Watch for additional information and changes.



©2016 School Datebooks, Inc. All rights reserved.

No part of this publication may be reproduced, transmitted, transcribed, stored in any retrieval system, or translated in any form without the written permission of School Datebooks, Inc.

2880 U.S. Hwy. 231 S., Suite 200 • Lafayette, IN 47909 • (765) 471-8883

<http://www.schooldatebooks.com> • sdi@schooldatebooks.com

Grade 8

7:50-8:45	Period 1
8:48-9:43	Period 2
9:46-10:41	Period 3
10:44-11:39	Period 4
11:42-12:07	Period 5 TT
12:07-12:37	Lunch
12:39-1:34	Period 6
1:36-2:30	Period 7
2:30	Dismiss

- Teachers will continue to improve as individuals by being open to change and implementing strategies learned through professional development.
- Teachers will involve parents in the education of their children by keeping them informed of student progress of standardized outcomes and achievement of individual goals, and offer suggestions for assisting their students.

VI. Administrators:

- Administrators should remove barriers to teaching and learning.
- Administrators need to create links between businesses and schools.
- Administrators must be leaders.
- Administrators should facilitate the vision statement and carry out the mission statement

VII. Board of Education

- The Dover Board of Education is committed to making decisions consistent with maintaining a high level of trust with the Dover community.
- Dover City Schools believes continuous, measurable improvement is critical to realizing its vision.
- The Dover Board of Education is committed to providing resources in the most effective manner possible.
- Leadership must focus all member of the organization on its vision.

GRADE LEVEL TIME SCHEDULES:

Grade 6

7:50-8:45	Period 1
8:48-9:43	Period 2
9:46-10:11	Period 3 TT
10:11-10:41	Lunch
10:44-11:39	Period 4
11:42-12:37	Period 5
12:39-1:34	Period 6
1:36-2:30	Period 7
2:30	Dismiss

Grade 7

7:50-8:45	Period 1
8:48-9:43	Period 2
9:46-10:41	Period 3
10:44-11:09	Period 4 TT
11:09-11:39	Lunch
11:42-12:37	Period 5
12:39-1:34	Period 6
1:36-2:30	Period 7
2:30	Dismiss

MORNING DETENTION WILL BE 7:00 A.M. - 7:30 A.M.

AFTER-SCHOOL DETENTION WILL BE 2:35 P.M. – 3:35 P.M.

ATTENDANCE

The Board of Education requires that the students enrolled in the schools of this District attend school regularly in accordance with the laws of the State. The educational program offered by this District is predicated upon the presence of the student and required continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and student participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

Attendance shall be required of all students enrolled in the school during the days and hours that the school is in session or during the attendance sessions to which he/she has been assigned. This is unless it is shown to the satisfaction of the Superintendent that the mental condition of the student is such that he/she cannot benefit from instruction, or that the bodily condition of the student is such as to prevent attendance at school, or that he/she is receiving instruction at home from a person qualified to teach the branches of education in which instruction is required.

A student absent for observation or celebration of a bona fide religious holiday shall be excused from attendance on that holiday.

In accordance with the statute, the Superintendent or designee shall require from the parent of each student, or from an adult student who has been absent from school or from class for any reason, a written statement of the cause for such absence. The Board reserves the right to verify such statements and to investigate the cause of each.

The Board may report to appropriate authorities infractions of the law regarding the attendance of students below the age of 18. Repeated infractions of Board policy requiring the attendance of enrolled students may result in the suspension or expulsion of the student from the regular school program.

ABSENCE

- If a student is absent from school, the parent or guardian must call the middle school office by 8:30 A.M. to report his/her child as absent. The school number is 330-364-7121. If no call is made, the school will attempt to call you.
- A note or phone call from the student's parent is required for each absence within 24 hours of that absence. If no call or note is received, the absence(s) will be marked as unexcused.
- UNEXCUSED ABSENCE: An unexcused absence may be an

absence by consent of a parent or with a parent's knowledge for a reason not acceptable to the school. (Example: music lessons, hair appointments, car trouble, over-sleeping, out-of-town, etc.)

4. Absences of 38 or more hours in one school month or 65 or more hours in a school year will result in parent notification and implementation of an intervention strategy per Board policy and requirements of Ohio House Bill 410 (2016).
5. A "habitual truant" is any child of compulsory school age who is absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in one month, or 72 hours in a school year. A letter will be sent to parents at this time warning of the legal consequences of being a "habitual truant." Students are required to attend school immediately, and the school will develop an intervention strategy as outlined in Board policy.
6. As part of early intervention and to promote attendance that maximizes a child's success in the classroom, principals or attendance officers will send letters to parents of students for whom attendance is a concern.
7. A doctor's note must include the following information:
 1. Student's name (first and last)
 2. Date and time the student was seen by the doctor
 3. Exact day or days the student cannot attend school
 4. Reason for non-attendance
 5. Doctor's signature
7. The school has the right to verify any appointment that caused the absence from school.
8. **Make-up work:** Some assignments cannot be completed at home. It is the student's responsibility to check with each of his/her teachers when he/she returns to get any additional assignments. Make-up work should be completed in the number of days a student is absent.
9. **Schoology:** Homework communication from school to home is available through an online program, Schoology. Teachers will make available to students the class code to access their class on the site to check for homework and other class happenings.

HOMEWORK

As a follow-up to classroom instruction, students may be assigned work related to the instruction to be completed outside of school hours. Homework is necessary to reinforce and practice concepts taught during the school day. Many times these assignments are started at school to enable the child to ask for assistance if needed.

Assignments are to be written by the student in the assignment/calendar book. The teachers will list all assignments in the classroom for the students to see. An AGENDA will also be kept by the student in the front of his/her notebook.

THE NOTEBOOK: Each student will be required to have a 3-ring binder in which to carry assignments. Dividers will be provided by the school.

To instill proper study habits, the students may be required to bring the notebook home daily. Teachers may require a parent signature on the notebook. If the notebook is not brought to school/class, one morning detention may be assigned.

TARDINESS

TO SCHOOL:

1. Tardy is defined as "not arriving at the appointed time; late; slow; reluctant. This includes to school and to class.
2. Students must physically be in class by 7:50 A.M. or they will be

considered tardy.

3. When tardy, report to the office before going to class. In order to be considered an excused tardy, students must have their parent come to the office and sign them in, or a parent must send a note with the student or call the office to let us know the student will be arriving late. The office will then issue an admit slip to class.
4. Students who sign in between 8:50 A.M. and 12:00 P.M. will be considered absent one-half day's attendance.
5. Students who are tardy to school three (3) times, either excused or unexcused may receive a morning detention.
6. A student who accumulates more than three tardies, either excused or unexcused, may receive additional disciplinary action.

TO CLASS:

1. Students have two minutes to get from one class to the next. This time frame is more than sufficient to get to any classroom in the school.
2. Students who are tardy to class will be disciplined by the classroom teacher. If a teacher detains a student, the teacher will give the student an admit slip to the next class. The student will not be counted as tardy.

EARLY DISMISSAL

A student who must leave school before the appointed time must bring a written note to the office by 8:00 A.M. This note must include the following information:

1. Student's name (first and last)
2. Reason for early dismissal
3. Time student will be leaving
4. Time student will return
5. Parent/Guardian signature

Parents/Guardians are required to enter the building and report to the office and sign out the student. Students who are gone more than ninety (90) minutes will be marked as one-half day absent.

ABSENCE RECORDING

Arrive 7:50 A.M.-8:50 A.M. = Tardy

Arrive 8:50 A.M.-12:00 P.M. = ½ day absent (A.M.)

Leave between 11:00 A.M. - 2:30 P.M. = ½ day absence (P.M.)

Arrive after 12:00 P.M. = Full day absence

Signing in / out for medical appointments (with documentation) totaling ninety (90) minutes or less = partial absence

FAMILY VACATIONS/HUNTING

FAMILY VACATIONS are an acknowledged part of a student's educational growth. We would hope parents would make every effort to take their vacation during the summer. However, if the family plans a vacation during regularly scheduled school time, the following will be expected: (This includes "National Accompany Your Parent to Work Day.")

For an excused absence:

1. Parents should notify the office in writing two (2) days in advance of the absence.
2. A parent, grandparent, or guardian must accompany the student on the vacation.

For homework (if excused):

1. If a student's parent contacts the school in writing 2 school days in advance of the vacation or hunting day, and is approved by the office, assignments can be given to the student before leaving. He/she is expected to have them completed and turned in the day after the student returns. All missed tests will be taken the day of return.
2. If no assignments are obtained prior to the excused vacation/hunting days, it is the student's responsibility to obtain all missed work the day he/she returns. This work will be due the next day. All missed tests will be taken the day the student returns.
3. When the student returns to classes, he/she will not be excused from assuming full responsibilities on current work. Schoology may be checked for work prior to returning.

Because many exams, assignments, and reviews are given before and after holidays and other scheduled school vacations, we strongly discourage family vacations at these times.

HUNTING will be marked as one (1) day excused absence per school year if the following conditions are met:

For an excused absence:

1. Parents should notify the school in writing two (2) school days in advance of the hunting day. Shorter notice may be approved by the office, but make-up work must be obtained by the student upon return.
2. A copy of the student's hunting license must be presented to the school prior to the absence.
3. A parent, grandparent, or guardian must accompany the student hunting.
4. The absence does not occur the last week of a nine-weeks or last week of the semester and only during one school day, regardless of periods missed.

For Homework (if excused):

1. If a student's parent contacts the school in writing two (2) school days in advance of the hunting day, assignments can be given to the student before leaving. They are expected to be completed and turned in the day after the student returns. All missed tests will be taken the day of return.
2. If no assignments are obtained prior to the excused hunting days, it is the student's responsibility to obtain all missed work the day he/she returns. This work will be due the next day. All missed tests will be taken the day of return.
3. When the student returns to classes, he/she will not be excused from assuming full responsibilities of current work.

ANY EXTENUATING CIRCUMSTANCES TO THIS POLICY WILL BE LEFT TO THE DISCRETION OF THE PRINCIPAL.

SUPPLY FEE

It is necessary for parents to pay a \$50.00 supply fee. The supply fee must be paid before a student's class trip will be approved.

DISCIPLINARY PROCEDURES

MORNING DETENTION

When a morning detention is issued, the student is expected to serve the detention the very next day from 7:00 A.M.-7:30 A.M. It is the student's responsibility to find a ride to school that day. The

student will be given a "Discipline Letter" to have it signed by a parent or guardian and return it to the school the following day. Students must be in their seats by 7:00 A.M. Any disruption will result in further disciplinary action.

AFTER-SCHOOL DETENTION

When an after-school detention is issued, the student is expected to serve the detention the very next day after school from 2:35 to 3:35. The student will be given a "Discipline Letter" and it is his/her responsibility to have it signed by a parent or guardian and return to the school the following day.

Students will report to detention promptly with enough school work to last an hour. Magazines or drawing for fun will not be permitted. Travel arrangements after detention are to be made ahead of time, as students will be discouraged from using the office phone. Any questions about detentions should be directed toward the staff member who assigned it.

SPORTING EVENTS DO NOT EXCUSE A STUDENT FROM DETENTION.

ALTERNATIVE EDUCATIONAL PLACEMENT ROOM

Students assigned to AEP will have their school work to do during the school day. AEP will be assigned at the discretion of the principal based on the offense. Students will eat their lunch in AEP. Credit for their work will be given.

FRIDAY SCHOOL

Students assigned to Friday School are to be present from 2:35 P.M. to 6:30 P.M. They are to have school work to keep them busy. There will be no talking. Students are to arrive at the assigned room by 2:35 P.M. Friday School will be assigned by the principal.

PURPOSE: Students who violate the standards of conduct of the Dover City Schools are subject to a variety of disciplinary actions. In cases where discipline is deemed appropriate, an assignment to the Friday School Program may be considered as an alternative to other discipline methods.

RESPONSIBILITY: Friday School may be offered at the discretion of the principal for some of the following reasons. This does not attempt to list all reasons. This list is not inclusive:

- a. Excessive truancy or tardiness
- b. Failure to serve detention
- c. Disruption of school
- d. Fighting
- e. Insubordination
- f. Any other action detrimental to the educational system on or off school grounds.

Friday School will not be offered as an option when, in the opinion of the principal, the offense is criminal or serious in nature. Friday School may be used as an alternative form of discipline for similar offenses in the Student/Parent Handbook.

Assignments, given at the discretion of the teacher, may consist of make-up work, extra credit, or review. All work completed by the students during Friday School will be given to the monitor at 6:30 P.M. before being dismissed. Any credit given for assignments completed during Friday School will be at the complete discretion of the teacher making the assignment.

Students assigned to Friday School must come prepared with the necessary and proper school materials and remain at work the full time. The rules governing Friday School will be consistent with the rules in the Middle School's Student Code of Conduct. In addition,

students will be expected to observe the following:

- a. Students will not be allowed to use the telephone or go to their lockers.
- b. Students will not be allowed to put their heads down or sleep.
- c. No radios, cards, magazines, or other recreational articles will be allowed in the room.
- d. No food or beverages will be consumed during the Friday School.
- e. There will be a ten minute break at 4:00 P.M. Students may go to the restroom, throw away paper, and sharpen pencils at that time.
- f. Students are required to have class assignments with them when they attend Friday School.
- g. Students shall be required to wear appropriate school clothes to Friday School. (Dress Code applies.)

ATTENDANCE: Friday School will begin promptly at 2:35 P.M. Tardiness will not be tolerated. Parents must assume responsibility for all transportation.

- a. Students will report directly to the assigned room before 2:35 P.M. Friday School will be dismissed at 6:30 P.M.
- b. Students arriving between 2:35 P.M. and 2:40 P.M. shall be marked tardy and may receive one day of detention in addition to Friday School. Students arriving after 2:40 P.M. shall be marked absent. They shall be sent home and not permitted to attend Friday School.
- c. Absence on school days preceding the assigned time does not excuse the student's absence from Friday School.
- d. For truancy, the administrator may issue a three-day out-of-school suspension.

SEXUAL HARASSMENT POLICY

Dover City Schools is committed to eliminating and preventing sexual harassment. Sexual harassment is improper, immoral, and illegal and will not be tolerated. Ohio and Federal Laws define sexual harassment as unwanted sexual advances or unwanted visual, verbal, or physical contact of a sexual nature. Such offensive behavior includes, but is not limited to the following:

- A. *Unwelcome sexual advances, requests for sexual favors, and other inappropriate oral, written or physical conduct of a sexual nature, when made by a member of the school staff or a third party to a student or when made by any student to another student, constitutes sexual harassment when:*
 1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of a student's education.
 2. Submission to or rejection of such conduct by a student is used as the basis for academic decisions affecting that student.
 3. The conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an education program or activity or creates an intimidating, hostile, or offensive academic environment.
 4. Sexual harassment, as defined above, may include, but is not limited to the following:
 - a. Verbal harassment or abuse
 - b. Pressure for sexual activity

- c. Repeated remarks to a person with sexual or demeaning implications
- d. Unwelcome touching
- e. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades

Unwelcome: Conduct is unwelcome if the student did not request it and regards the conduct as undesirable or offensive.

If a student is subjected to behavior that he/she considers to be harassment of any type, from any person(s), he/she should promptly notify a school counselor, teacher, or administrator. The student should put his/her complaint in writing, and an investigation will immediately be made into the matter. The administrator investigating the matter will report back to the student making the charge.

SUSPENSIONS/EXPULSIONS

Suspensions will be issued for major rule violations, chronic misbehavior, or repeated offenses. The superintendent may expel a student if he/she is a threat to students or staff.

Partial credit may be issued for work missed due to OSS.

REFERRAL TO LOCAL POLICE AUTHORITIES

Students who violate a criminal law are referred to local police authorities in addition to any action which may be taken by the school administration.

DENIAL OF PRIVILEGE (EXTRACURRICULAR ACTIVITIES)

Attendance at extracurricular activities, whether as a participant or spectator, is considered a privilege. Students may be denied this privilege for violations of the Student Code of Conduct or violations of any rules of the particular extracurricular activities in which the student is participating.

SCHOOL PROPERTY SEARCH

The principal and the vice-principal reserve the right to search students, their backpacks, their lockers, and their desks when necessary for the maintenance of the educational process or to protect the health, safety, and welfare of other students and school personnel. The school lockers, school grounds, and surrounding area will be randomly searched with the assistance of police and police search dogs. Security cameras are in use in the building and on the buses at all times.

TELEPHONE USE AT SCHOOL

The telephone in the office is for emergency use only. If a student needs to use the telephone for any other reason, he/she must have permission from a teacher or staff member.

DOVER CITY SCHOOLS FIELD TRIP CONTINGENCY PLAN

Dover City Schools will make every attempt to go on the designated trip; however, the administration cannot guarantee that the planned trip will not be cancelled. Current world affairs make it impossible to predict the feasibility of future trips. The administration will always consider the safety of students first when making these trip decisions.

In the event that a trip is cancelled, every effort will be made to refund out of pocket expenses. Cash refunds to parents/guardians will be made based on refunds that vendors can provide to the school.

TRIPS

Teachers and Teaching Teams may deny field trips as a disciplinary measure. Any student receiving 10 or more discipline letters, (including bus slips, discipline slips, Saturday School, or a suspension from school) may not be permitted to go on his/her class trip. (Camp- Grade 6; Washington, D.C., -Grade 8)

AFTER-SCHOOL ACTIVITIES/TRIPS

Students who are absent the last half of a school day (after 11:35 A.M.) may not participate in school activities held after the school day is over.

Due to preparation, a student must attend school the entire day prior to any field trip or class trip in order to participate with their class on the trip due to preparation.

ANY EXTENUATING CIRCUMSTANCES TO THIS POLICY WILL BE LEFT TO THE DISCRETION OF THE PRINCIPAL.

EMERGENCY CLOSING OF SCHOOL AND CRISIS PLANS

If we have a two-hour delay, school closing, or early dismissal due to inclement weather or for some other reason, a call will be made to your primary phone number through the district's phone notification system. Schools closed on consecutive days are announced each day. The local media will also be contacted.

In the event of a "delay," all bus schedules may be delayed by two hours. A two hour delay will start at 9:50 A.M. Bus schedules will follow the appropriate delay.

In the event that school is open and a bus cannot run a route, parents are asked to assist by transporting their children to school by car if possible.

Dover Middle School has a crisis plan in place for other situations that may arise. In any situation, the local media would be contacted with updated information.

STUDENT DRESS CODE

(Revised June, 2008)

The Dover City Board of Education requires students to dress in neat and clean clothing that is in good taste and in good repair. Any dress code must be approved by the Dover Board of Education. A dress code shall be in existence, delineated, and defined. This code will be reconsidered periodically by the Board of Education.

PHILOSOPHY

In a society where clothing styles are more a reflection of fashion than individuality, it is important that the district establish a set of standards for dress which can assist students as they prepare to take greater responsibility for themselves and their future years.

Since our community residents, school board members, staff, and students take pride in the district's image, it is essential that a student dress and grooming code enhances the educational process and fosters a positive attitude toward learning and behavior. It must also provide for a healthy and safe atmosphere devoid of distractions.

We feel there is a relationship between appearance and the attitude with which a student approaches learning. Therefore, a personal dress code built on mere fashion will become outmoded within a few years....especially in our changing world. A code which places emphasis on individual responsibility for general good grooming and dress should remain in effect.

It is important that one's mode of dress be conducive to maintaining

an atmosphere which will enable the school to achieve its educational objectives. Anything that is a deterrent to learning is not appropriate nor in good taste.

1. Hair should be cut and combed in a manner so that it does not cover the eyes and must be clean and well groomed. Facial hair is not permitted. Hair dyed bright or unusual colors or is fashioned in an unusual manner is not acceptable.
2. Tank tops and sheer clothing are not permitted. Seamed sleeveless shirts and dresses will be permitted providing that they do not expose any undergarments. Tank tops and sleeveless shirts are not one in the same. Sleeveless is defined as a shirt that the material on the shoulder touches the base of the neck as well as the outer shoulder.
3. Neat and clean sweat pants and wind pants will be permitted as long as they are not tight fitting or translucent, and must be worn at the proper length. Tear - aways are not permitted.
4. Dresses, skirts, and skorts may be worn if they are no shorter than mid-thigh length and fit appropriately. When a student's arms are held down, the garment should be no shorter than fingertip length.
5. Shorts are permitted. Short shorts, bicycle shorts, cut-offs, shorts manufactured to look like cutoffs, and boxer shorts are not permitted. Shorts should be no shorter than mid - thigh length and fit properly.
6. Bare backs, bare midriffs, and low-cut tops are not permitted. Clothing must continue to touch the waistline when arms are raised. There should be no exposed skin between the top of the pants and bottom of the shirt.
7. Sunglasses, hats, bandanas, and headbands may not be worn inside the school building. Headbands that are worn should be for the purpose of keeping hair out of a student's face and should be worn behind the hairline.
8. Proper footwear is required at all times. Cleats are prohibited. Light - up shoes are inappropriate.
9. Jewelry, clothing, clothing bearing patches, personal possessions, tattoos, drawings, or sayings (stated or implied), which refer to drugs, gangs, violence, death, including skulls, alcohol, sex, gang-related symbols, hate, or groups exhibiting negative images or profanity will not be permitted to be worn. Obscenities (stated or implied) will not be permitted. Jewelry must be conservative and modest.
10. Clothing that has tears, cuts or holes is not permitted.
11. Students must be clean and well-groomed.
12. All pants or shorts should be worn at the appropriate height to stay over the waistline and fastened with a belt. They should not be oversized or have the appearance of being oversized. The length, unrolled, should not permit the pants to be walked on.
13. Wallet chains, chains, or jewelry which are perceived by the administration as a potential weapon will not be permitted.
14. Coats and jackets and any outer garment that has pockets are not permitted to be worn through the lunch line.
15. T-shirts or shirts that have the appearance of being oversized are not permitted. Oversized is defined as having a length no more than a fingertip covering the garment length.
16. Piercings of the body will be limited to the ear only. Earrings may not dangle due to safety reasons.

17. Capri pants may be worn the entire year.

18. Heavy or excessive makeup will not be permitted. Students are not permitted to use cosmetics in classes, lunchroom, or study halls.

Any school time missed as a result of a dress code violation (being sent home to change clothes, time out of class, etc.) will be considered unexcused. Other disciplinary consequences may also apply.

NOTE REGARDING BACKPACKS/BAGS/SATCHELS/PURSES

Backpacks, gym bags, purses, satchels, and duffel bags are not permitted in the classroom.

THE INTERPRETATION AND JUDGEMENT RELATIVE TO THE STUDENT DRESS AND GROOMING CODE RESTS SOLELY WITH SCHOOL OFFICIALS AND IS FINAL.

BULLYING POLICY

Dover City Schools is committed to minimizing and preventing bullying. Bullying is defined as an intentional written, verbal, or physical act toward another student; the behavior causes mental, physical, or emotional harm to the other student. Another example of bullying is Cyber-Bullying which is abusive behavior including but not limited to taunting, threatening, stalking, intimidation, and/or coercing by one or more individuals against other students or staff, perpetuated with computer, cellular phones, internet websites, and/or any other electronic device.

If a student is subjected to behavior that he/she considers to be bullying of any type, from any person(s), he/she should promptly notify a school counselor, teacher, or administrator. The student or parent should put the complaint in writing, and an investigation will immediately be made into the matter. The administrator investigating the matter will report back to the student making the charge. Anonymous reports may be made to the building principal or assistant principal.

CODE OF STUDENT CONDUCT

The items in this Code are applicable to misconduct by a student that occurs off of property owned or controlled by the District but that is connected to activities or incidents that have occurred on property owned or controlled by the District and misconduct by a pupil that, regardless of where it occurs, is directed at a school district official or employee or the property of such official or employee. It also applies to all students when properly under the authority of school personnel during a school activity, function, or event whether on property owned, rented, or maintained by the Board of Education or property owned, rented, or maintained by another party. Additionally, the provisions of this Code shall apply to students if the prohibited act(s) takes place while on properties immediately adjacent to school property, within the line of sight of school property, on school transportation, or if the act affects the operation of the schools.

This Code shall also be inclusive for the right to exercise authority and for personal and property protection of administrators, teachers, librarians, or clerks, substitute teachers, teacher aides, monitors, authorized volunteers, tutors, secretaries, cooks, custodians, bus drivers, visitors, or other authorized school personnel.

Violation by a student of any one or more of the following rules of conduct may result in disciplinary action(s), which may include detention, parental contact, referral to legal authorities, emergency removal, disciplinary removal, suspension, expulsion, or permanent exclusion. A student may be suspended pending the outcome of expulsion proceedings.

- A. **Activity that changes or alters any student or staff records:** Activity that changes or alters any student or staff records, both written and electronic.
- B. **Alcoholic beverages:** Use, possession, concealment, transmitting, or being under the influence of alcoholic beverages.
- C. **Alcoholic beverages or mind-altering substances:** The use of, possession or, selling, buying, transmitting or being under the influence of alcoholic beverages or mind altering substances.
- D. **Arson or attempted arson or unauthorized use of fire:** Arson or attempted arson and related offenses; unauthorized use of fire.
- E. **Assault, assault and battery:** Assault, assault and battery, or threat thereof to any school personnel, other student, or visitor.
- F. **Bullying:** An intentional written, verbal, or physical act directed toward another student; the behavior causes mental, physical, or emotional harm to the other student; prohibited activities include but are not limited to those engaged in via computer and/or electronic communications devices.
- G. **Bus Misconduct**
- H. **Cell Phones and Other Electronic Devices** Students are permitted to possess cell phones or any electronic devices in compliance with the BYOT Policy (Page 16). Violators of this policy are reported to the principal, assistant principal, or his designee, who confiscates the device and holds it in his office. Confiscated devices are subject to search, which includes the device, battery, all interior hardware, and/or data. School officials may require parents to reclaim the confiscated device, or the device may be retained in the office for an extended period of time. The District assumes no liability if these devices are broken, lost or stolen. At no time are cell phones or electronic devices permitted to be used or turned on in any Dover City Schools locker room or changing area, or at any school a team or organization is visiting during an athletic contest or extracurricular event.
- I. **Cheating:** Unauthorized use of any information from any source to improve academic performance (plagiarism, cheating, and Internet sources/access).
- J. **Cyber-Bullying:** Abusive behavior including but not limited to taunting, threatening, stalking, intimidation, and/or coercing by one or more individuals against other students or staff, perpetuated with computers, cellular phones, internet websites, and/or any other electronic device.
- K. **Damage, destruction, defacement or vandalism:** Damage, destruction, defacement, or vandalism of school property or private property on school premises; including buses or at any school. Any damage to school property, even if accidental, may require the student to reimburse the district for damages.
- L. **Dangerous ordinance:** Violation of Dangerous Ordinance Policy and any other policies prohibiting certain conduct.
- M. **Detrimental behavior:** Any other form of behavior which is detrimental to a proper school and/or school activity atmosphere as prescribed by the Administration or as outlined in the Student/Parent Handbook for the building in which the

- student is enrolled.
- N. **Disruption of school:** Disruption of school by use of violence, force, coercion, threat, harassment, noise, or disorderly conduct. This shall include use of same to incite others toward acts of disruption.
- O. **Dress code:** Violations of school policies pertaining to dress and appearance.
- P. **Driving:** Driving in an unsafe manner.
- Q. **Extortion or attempted extortion:** The act of extortion from any person on school property.
- R. **Failure to pay tuition:** Failure to pay tuition or other approved charges.
- S. **False alarms:** False alarms including fire and/or bomb threats, or other terrorist threats or inducing panic.
- T. **Falsely reporting incidents:** The act of falsely reporting incidents, making accusations, or giving testimony to school personnel.
- U. **Falsifying:** Falsifying in writing the name of another person, times, dates, grades, addresses, or other data on school forms or correspondence directed to the school.
- V. **Fighting including in writing or verbally:** This shall include inciting and/or encouraging others to fight.
- W. **Firearm:** Possession of a firearm and other acts regarding firearms prohibited by Board Policy. Firearm has the same meaning as provided pursuant to the "Guns-Free Schools Act of 1994." At the time this policy was adopted, the above referenced statute defined a firearm as any weapon (including starter's gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; including the frame or receiver of any such weapon; and any firearm muffler or silencer; any destructive device. A firearm does not include: an antique firearm, a rifle that the owner intends to use solely for sporting and recreational or cultural purposes; any device that is neither designed or redesigned for use as a weapon; any device, although originally designed as a weapon, redesigned as a signaling, pyrotechnic, line throwing, safety, or like device, surplus ordinance, sold, loaned or given by the Secretary of the Army or Class C common fireworks. If the definition of a firearm as provided by the "Guns-Free Schools Act of 1994" changes, then the definition set forth in this policy shall automatically change to conform to it.
- X. **Fireworks, explosives, matches, lighters or other such instrument:** Possession, use or threatened use of fireworks, explosives, matches, lighters or other such instruments capable of inflicting bodily injury or disrupting the operation of the schools.
- Y. **Gambling:** Gambling for money, valuables, or gain on school property. Students should not bring playing cards or dice to school.
- Z. **Graduation Ceremonies:** The Superintendent or Principal may prohibit a student from attending and/or participating in the District's graduation ceremonies as part of a student's suspension, expulsion, or removal from school.
- AA. **Harassment:** Making explicit or implicit remarks to another student or group of students including but not limited to comments referencing gender, race, sexual orientation, or religion.
- BB. **Hazing and intimidation:** Subjecting other students to pranks, harassment, or humiliation causing mental or physical harm, which includes initiations. Prohibited activities include, but are not limited to those engaged in via computer and/or electronic communications devices.
- CC. **Immoral acts:** Commission of an immoral act.
- DD. **Insubordination and/or disobedience:** Insubordination and/or disobedience in refusing to comply with directions of school personnel.
- EE. **Internet use:** Violation of policies governing Internet usage.
- FF. **Knife:** Possession of a knife and other acts regarding knives prohibited by Board Policy. Knife, for the purposes of this policy, is defined as a cutting instrument consisting of a sharp blade or edge. Knife does not include scissors, wire cutters, or other similar tools determined by the Superintendent to be necessary in the school setting at a particular building or grade level, if used only for their necessary purpose.
- GG. **Leaving school property:** Leaving school property or assigned area prior to specified dismissal time without official permission.
- HH. **Loitering, littering, or causing a disturbance:** Loitering, littering, or causing a disturbance on public or private property adjacent to, across from, or in close proximity to a school site, while either coming to and from school or school activities, or during the school day, or during school activities.
- II. **Misuse of school property:** To use equipment, materials, or supplies without permission or in a manner for which the item was not intended.
- JJ. **Misconduct toward a district official or employee:** Misconduct by a pupil that, regardless of where it occurs, is directed at a district official or employee or the property of such official or employee.
- KK. **Narcotic drugs or other controlled substances:** Use, possession, concealment, buying, selling, transmitting, or being under the influence of any narcotic drug or other controlled substance including but not limited to marijuana, as well as counterfeit or "look alike" controlled substances or any prescription drug or medication which is not in its original container and prescribed for the student. This also includes drug paraphernalia.
- LL. **Permanent exclusion:** Those acts or violations listed in the permanent exclusion portion of the Board policy on student disciplinary procedures.
- MM. **Plagiarism.**
- NN. **Public displays of affection are prohibited.** Public displays of affection are prohibited, including but not limited to kissing, handholding, etc.
- OO. **Repeated offenses or flagrant violations:** Repeated offenses or flagrant violations of any school rules or accepted standards of school behavior.
- PP. **Tardiness:** Repeated tardiness to class or school.
- QQ. **Theft:** Theft of school property or equipment, of personal property of any school personnel, or of another student or visitor, including property at school-sponsored activities.
- RR. **Solicitation of non-school sanctioned materials is prohibited:** Students may not post or distribute material without

prior permission from the principal or assistant principal.

- SS. **Throwing of an object:** Unauthorized throwing of any object including but not limited to snowballs.
- TT. **Tobacco:** A student shall not possess, use, transmit, or conceal any tobacco products on school premises during school activities, on school transportation, or events off school grounds. No student shall smoke on school property or surrounding school properties as described in the "Respect for Private Property" policy. Holding a lighted or unlighted cigarette, electronic cigarette or look alike is interpreted as smoking. The Ohio Tobacco Law will also be enforced with violators being reported to the police.
- UU. **Tuancy:** Truancy from school including study hall, class, or any other assigned activity for class, or any other assigned activity for part of all of a day, without school authorization.
- VV. **Unauthorized touching:** Unauthorized touching includes hitting, grabbing, pushing, pinching, etc.
- WW. **Use of profane, indecent, or obscene language or messages:** Profane, indecent or obscene language or messages, written or verbal, directed toward school personnel or students. This shall include use of obscene gestures, pictures, or signs.
- XX. **Violation of Federal or State Statutes:** Violations of federal or state statutes on school premises or involving school activities.
- YY. **Violation of state student mandates:** Violation of state student mandates including, but not limited to, required immunizations.
- ZZ. **Violation of terms of suspension, expulsion, or other forms of discipline.**
- AAA. **Weapons:** Possession, use, or threatened use of weapons, or any object which might be considered a dangerous weapon or instrument of violence, including counterfeit or look-alike weapons.

MIDDLE SCHOOL GRADING POLICY

The following grade achievement level and numerical equivalents should be used when grading papers, tests, projects, and reports for a letter grade:

A – Excellent	92% - 100%
B – Good	83% - 91%
C – Satisfactory	74% - 82%
D – Poor	65% - 73%
F – Inadequate	0% - 64%

Grades will be converted to a 4-point scale when issued on the grade cards. Pluses (+) and minuses (-) do bear weight in the nine-weeks GRADE POINT AVERAGE.

GRADE POINTS GIVEN

A+	4.00	C+	2.33
A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
		F	0.00

PROMOTION AND RETENTION

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.

Such pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

The Dover Elementary Schools operate on a plan which seeks to apply modern knowledge of the learning process and of child growth and development in its organization for learning. It recognizes that individual human personalities vary in many ways and utilize this knowledge in planning differentiated learning programs.

Responsibility is placed upon adults in education to demonstrate the ability to utilize scientific procedure and research evidence in formulating educational programs suited to the learning needs of children at a particular time. The plan is guided by the American ideal that each individual is worth of respect and is not to be deprived of dignity by oppressive force nor punished for his/her inherited characteristics or environmental background.

In practice, this means that the school attempts to:

- A. Assure that each child's placement is appropriate for him/her so that his/her growth potential is translated into successful forward progress at all times.
- B. Provide individualized programs so that each child has reasonable opportunities for success and retains his/her zest for learning.
- C. Arrange sufficient time for each child to achieve his/her maximum level of mastery of a learning stage.
- D. Require the recommendation of the classroom teacher for promotion or retention.
- E. Require that parents are informed in advance of the possibility of retention of a student at a certain grade level and not later than the third report period of the school year if possible.
- F. Assure that every effort will be made to remedy the student's difficulties before he/she is retained.
- G. Assign to the building principal and Superintendent the final responsibility for determining the promotion or retention of each student.

Students in grades 6 – 8 who fail 2 or more core classes on their final average will fail the school year. A student must earn a minimum of 3 points in order to pass the course, with at least 1 point coming from the 2nd semester. Remediation will be done through retention or summer school. This decision will be made by the principal and staff.

The promotion of a student to the next grade level is prohibited if the student has been truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade. This prohibition shall be lifted if the student's principal and the teachers of any of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

AWARDS AND COMMENDATIONS

4.0 Wall of Fame: Students receiving a 4.0 will have their picture

displayed on the 4.0 wall of Fame.

Honor Roll: Students who obtain a 3.5 average or higher for a grading period for core courses and exploratory courses will make the Honor Roll. The students will receive a certificate of commendation and their names will appear on the Wall of Fame.

Perfect Attendance: Students having perfect attendance will receive a certificate of commendation. This includes no absences or tardies.

President's Academic and Fitness Award (Grade 8): Criteria: A student must maintain A's & B's, accumulated over grades 6, 7, & 8, and must receive a score at or above the 85th percentile on the most recent Standardized Achievement Test.

McDonald's Ray Kroc Award (Grade 8): One student who demonstrates persistence, determination, hard work, and all-around excellence will be selected to receive this award by a faculty committee.

Archie Griffin Sportsmanship Award (Grade 8): This award goes to a student leader who exemplifies good sportsmanship and leadership.

Team Awards: Teams will make every effort to issue calls, notes, or certificates to highlight positive student accomplishments.

Tornado of the Month: Each grade level team and Explo teachers team will select 1 boy and 1 girl each month to be recognized as Tornadoes of the Month. Each student will be invited to a lunch and awards ceremony where they will be recognized.

Criteria:

The student has worked hard all month

The student has been a role model for others

The student has performed well in the classroom

The student worked toward his or her goals

B.U.G. Award (Brought Up Grades): BUG Award recipients will be recognized at an awards ceremony during Tornado Time each 9 weeks along with honor roll recipients.

Criteria:

The student has brought up at least 1 grade from midterm to report cards

The student has no F's for the 9 weeks during which he / she is being nominated

The student has not allowed any grades to lower from midterm to report cards

ACHIEVEMENT TESTING

Each grade level will be given an Ohio Achievement test in Math and Reading. In addition to those, 6th grade students will be tested in Social Studies, and 8th grade students will be tested in Science. Parents and the public have the right to access all assessment data (except personally identifiable information), questions and current assessment instruments.

COURSES TAKEN FOR HIGH SCHOOL CREDIT

Dover High School grading policies and procedures will apply to classes taken at Dover Middle School for high school credit. Students will be issued a copy of the Dover High School policies the first week of school. It is the responsibility of the parent to notify the school by the end of the school year (within 5 weekdays after the last student day of school) if it is desired that credit for the high school course taken not be counted for the student. If the school is not notified, the earned grade will be counted on the student's record.

SPECIAL EDUCATION AND INTERVENTION ASSISTANCE TEAMS (IAT)

Students experiencing academic difficulty may be reviewed by an IAT group for possible assistance and intervention. Parents will be contacted for permission before a full multi-factored testing begins.

ENRICHMENT COURSES

Enrichment programs will be offered to students in grades 6 through 8. Screening will take place in the Spring for possible enrichment courses. We offer advanced Math and Spanish I for those who qualify. Information on this screening will be sent to all students in the Spring. Please see Course Description Document for further information.

MUSIC DROP POLICY

Band, Choir, and Orchestra may be dropped only if:

1. The drop is at the end of the first nine-weeks only.
2. Penalty for drop midway through the first nine-weeks will result in an F on report card.
3. The instructor signs and approves the drop.
4. A parent requests in writing.
5. No drops will occur after the first nine-weeks.

PHYSICAL EDUCATION EXCUSED ABSENCES

The only reason to be excused from physical education is a written excuse from the doctor stating the reason for the excuse and the length of time.

Extenuating excuses will be left to the discretion of the administration and the physical education department. Attendance, appropriate dress, participation, and skill level are all a part of the P.E. grade.

PROHIBITED ITEMS FOR STUDENTS

The following are prohibited at Dover Middle School for students.

- Gum
- Skateboards
- Scooters
- Roller blades or skates
- Video games
- CD and tape players with or without headsets
- MP3 players

DOVER CITY SCHOOLS TECHNOLOGY ACCEPTABLE USE POLICY FOR MIDDLE SCHOOL STUDENTS

The Dover City School District is pleased to offer students access to technologies such as computers, computer networks, online student records, interactive video, the internet, digital storage, multimedia, streaming media, voice technologies, and others. The technologies of the School District are intended for educational uses and school related communications. The District also allows students in grades 6-12 to bring their own technology to school for educational uses. The requirements for using personal devices are outlined in the District's Bring Your Own Technology Policy. General school rules for behavior apply. The intent of the Acceptable Use Policy (AUP) is to make clear certain issues and not to enumerate all such possible uses. The administration may at any time make determinations that particular uses are or are not consistent with the purpose of the school district.

The School District reserves the right to monitor, copy, review and store at any time and without prior notice any and all usage of all computers, networks, internet access, electronic messaging, email, and all other technologies. Any and all information that is transmitted or received in connection with any technology usage shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

Students are permitted to possess cell phones and other electronic

devices provided they are in compliance with our BYOT and Acceptable Use Policy. Violators of this policy are reported to the principal, assistant principal, or his or her designee, who confiscates the device and holds it in his / her office. Confiscated devices are subject to search, which includes the device, battery, all interior hardware, and / or data. School officials may require parents to reclaim the confiscated device, or the device may be retained in the office for an extended period of time. The District assumes no liability if these devices are broken, lost, or stolen. Electronic devices, including but not limited to cell phones, cameras, and PDAs, are not permitted to be turned on or in use in any locker room and / or dressing area facility. This includes sites at Dover City Schools, as well as sites teams are visiting for any events. Students who need to call or text message parents are required to exit the locker room and / or dressing area prior to using these electronic devices.

Student Accounts

A student account has a unique username and password. These accounts have unique names and are assigned to unique students. They allow the user to be logged into one computer at a time. They allow the user to access the internet, his/her home directory, and other network resources.

Acceptable and Unacceptable Uses

- 1) Do not divulge your password to anyone. No other person may use your single user student account. If a user suspects that a password is not secure, he or she must inform the technology department so his/her password can be reset. Any improper use of your account, even if you are not the user, is your responsibility.
- 2) Do not divulge personal information while using the internet. This includes full name, address, phone number, or any information which would specifically identify you. Be aware that information that is given by others in chat room and social networking sites is not necessarily true or accurate.
- 3) Student are required to disclose to a teacher or administrator any item that you encounter that is inappropriate, makes you uncomfortable, or is an offer to meet with you.
- 4) Under our student code of conduct, students are held accountable for web pages and/or posts they create off school grounds and/or school time that cause a disruption to the school process or violates other handbook policies. Students are not to engage in cyberbullying. You are to report to a teacher or administrator if you feel you are a victim of cyberbullying.
- 5) Internet sites and data that are prohibited by the Children's Internet Protection Act or are deemed inappropriate by the administration will be blocked or filtered. Students are not permitted to bypass or disable the filters on district-owned or personal devices. Any attempt to bypass or disable the filters or to find information on how to bypass or disable the filters is a violation of the AUP and is subject to disciplinary action.
- 6) Do not attempt to gain unauthorized access to computers or other technologies. Students shall not take any action which would compromise the security of any computer, network, messaging system, or other technology. This would include the disabling of any security features. Any attempt to bypass any security feature is a violation of the AUP and is subject to appropriate disciplinary action. Any attempt to search for information that would allow a user to bypass security features is a violation of the AUP and is subject to appropriate disciplinary action. Users shall not attempt to discover security problems as these actions may be construed as an illegal attempt to gain access.

- 7) Materials which are not in line with the rules of school behavior are not permitted to be accessed. Do not create, view, send, save or display offensive, abusive, obscene, pornographic, vulgar, racially derogatory, inflammatory, threatening, harassing, discriminatory, or disrespectful messages, information or pictures.
- 8) Users must obey copyright laws. Uploading, downloading, copying, redistributing or republishing copyrighted materials without permission from the owner of the copyright is a violation of copyright laws. Users should assume that materials are protected under copyright unless there is explicit permission for use.
- 9) Do not use school technologies for personal commercial transactions or for political lobbying/fundraising without administrative approval.
- 10) Students are to remain within allocated disk space. Do not waste technology resources such as bandwidth, printer supplies or disk space.
- 11) Students may NOT download or install software (including shareware or freeware) to any computer without approval from the technology department. Students shall not take any actions which may adversely affect the integrity, functionality, or reliability of any technology for example, the installation of hardware or software not authorized by the technology department or using excessive bandwidth.
- 12) Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software.
- 13) Students may not use any technology without adult supervision.
- 14) All users must abide by rules of common courtesy for email communications including not using inappropriate language such as: swearing, vulgarities, or other language that is suggestive, obscene, profane, abusive, belligerent, harassing, defamatory, threatening, or bullying. Reading, deleting, copying, using or modifying other users email without their permission is prohibited.
- 15) Students shall report to the teacher or appropriate administrator any actions which would violate the security or integrity of any computer, network, messaging system, or other technology, or that violates this AUP whenever such actions become known to them.
- 16) By accepting access to the network, you understand and agree that the School District, any involved information technology centers, and any third-party vendors make no warranties of any kind, either express or implied, in connection with provision of access to or the use of the network. They shall not be responsible for any claims, losses, damages or costs (including attorneys' fees) of any kind suffered, directly or indirectly, by any student or employee arising out of that user's use of and/or inability to use the network. They shall not be responsible for any loss or deletion of data. They are not responsible for the accuracy of information obtained through electronic information resources.
- 17) This AUP is in place whether the student is using school equipment or a personal device.

Violations

A violation of any rules set forth in this policy may result in revoking technology privileges or other appropriate disciplinary actions, which may include confiscation of the device. Dover City Schools

reserves the right to take legal action, if warranted, for misuse and violations of technology policies.

Policy for Displaying Student Information on the Web Page

The unauthorized disclosure, use and dissemination of personal identification information regarding minors is strictly prohibited. The following information may be posted on the school's web page at the discretion of the School District:

- A digitized version of a student's project
- Building that a student attends
- Name and/or description of the student's project or award
- Grade and/or program (11th grade basketball, English 10, etc.) and/or year of graduation Student's name and/or picture

Internet Access

Families should be aware that some material accessible via the internet might contain items that are illegal, defamatory, inaccurate, or offensive. Special filtering programs are used to help prevent students from accessing inappropriate materials. Students are also monitored in classrooms, offices, libraries and labs where they have internet access. While the purposes of the school are to use internet resources for constructive educational goals, students may find ways around the filters to access inappropriate materials.

We believe that the benefits to students from access to the internet in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Therefore, we support and respect each family's right to decide whether or not their child should have internet access. **If you do not want your child to use the internet, please send a letter to the principal.**

B.Y.O.T

(Bring Your Own Technology)

A Guide for Students, Staff, and Parents for School Year 2017-2018

Purpose

Dover City School district is committed to moving toward a 21st century learning environment. As a part of this commitment, the DSC will allow access for students and staff to a wireless network, using their own technology. With teacher/staff approval, students will be able to access a filtered Internet connection to be used for educational purposes. We realize that not every student owns a device; for those who do, some may choose not to bring their personally-owned technology to school. Additionally, there is absolutely no expectation that parents should provide a device for their child for this program.

Plan

Students, staff, and visitors at the Dover High School and Dover Middle School may bring their devices to Dover Schools. Users will be prompted to accept the Dover City School District Wireless User Agreement. Users will be responsible for adhering to all other district/building acceptable use policies, codes of conduct, or administrative guidelines while using the district's wireless network.

Students, staff, and visitors who do not accept the Dover City School Wireless User Agreement will not be permitted network access. Once a user has accepted the Public Wireless User Agreement, he/she will have access to a filtered Internet connection and will not be permitted to bypass this filter for any reason.

Policy

Definition of "Technology"

For the purpose of this B.Y.O.T. program, "technology" means any privately owned wireless communication device or portable electronic equipment. This includes, but is not limited to: smartphones, tablets, netbooks, chromebooks, and laptops.

Areas/Times of Use:

AREA/TIME OF USE	USE PERMITTED?
Classrooms	Staff Discretion
Hallways/Class Change	No
Restrooms/Locker Rooms	No
Cafeteria/Lunch	No
District Sponsored Extra-Curricular	Staff Discretion
School Buses or other transport	Staff Discretion
Library	Staff Discretion
Study Hall	Staff Discretion

Internet Access

When using personal devices at school, students and staff will only be permitted to access the Internet through the Dover City School District wireless network. This is the same "filtered" Internet connection that all school computers use. Internet connections such as 3G/4G cellular or other mobile Internet provider connections are NOT permitted.

Security and Damages

The responsibility to keep any personally-owned device secure and safe rests entirely with the individual owner. The Dover City School District cannot be responsible for any device damaged or stolen while on district property. It is recommended that all devices be labeled or otherwise identified before being brought to school.

Privileges and Rights

Use of this wireless resource is a privilege, not a right, intended to enhance teaching and learning. Users may be denied access at any time, for any reason. Students should not have the expectation of privacy on any device they bring into the Dover City School District. If staff members suspect improper use and/or abuse of this or related policies, they have the right to confiscate related BYOT student technology at any time.

Guidelines

In addition to the Dover City School District Student Acceptable Use Policy, student code of conduct, board policies, building policies and administrative guidelines already in place, there are additional guidelines/policies users should be aware of:

1. All devices should, by default, be set to mute/silent.
2. Students are prohibited from using electronic devices to capture, record, or transmit the audio or images (i.e. pictures/video), of any student, staff member, or other person on school property or while attending a school-related activity without the express prior notice and explicit consent for the capture, recording or transmission of such audio or images. Using an electronic device to capture, record or transmit audio or images of an individual or group without his/her/their consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use an electronic device to violate the privacy rights of another person may have their device confiscated. Additional consequences may apply at the discretion of the principal or administration.

3. Student use of any electronic device while in class, and while participating in school activities, is restricted to academic or instructional purposes as determined by the instructor. During these times, the use of such devices for personal, business, or entertainment purposes is prohibited (e.g. no games).
4. The Dover City School District cannot provide access to our internal resources or servers to any personally-owned devices.
5. The Dover City School District cannot provide access to our copiers or printers to any personally-owned devices.
6. The Dover City School District or its staff cannot provide any technical assistance on personally-owned devices. Users are directed to utilize their user manuals and other resources provided by their device manufacturer for technical assistance.
7. The Dover City School District cannot guarantee the opportunity to charge any personal device. It is the responsibility of the user to have a properly charged device before school.

F.A.Q.'s

(Frequently Asked Questions)

STUDENTS:

When I have my device at school, how do I access the wireless network?

Answer: Most devices will detect the wireless network automatically and prompt you to accept the terms of the Wireless User Agreement.

I brought my device to school to use in the classroom, but my teacher said I could not use it in his/her classroom. Can I still use my device?

Answer: No. The classroom teacher has the final say in his/her classroom.

I am having difficulty connecting my device to the wireless network. Can I get a Dover City Schools Staff member to help?

Answer: Your device is your responsibility. Dover City Schools' staff members are not responsible for troubleshooting personal devices.

Can I access "My Documents"/H drive from my personal device?

Answer: No. Outside devices have the potential for compromising our network. For the security of our internal network, you will need to save any information stored on the district's servers to a flash drive, other media, or Google Docs in order to transfer data to your personal device.

Can I print to the school district's printers and copiers from my personal device?

Answer: No. For security reasons, you cannot connect to the internal network. You will need to open the file on a district-owned device and get permission from a staff member to print.

My device was stolen/damaged at school. What should I do?

Answer: While the Dover City Schools District cannot be responsible for damage or theft of personal technology devices, you would report the theft or damage to the building administration like you would any "normal" theft or damage to personal property.

Why am I filtered on my own device? Shouldn't I be able to see what I want to on my own device?

Answer: Internet filtering is a requirement of all public schools, per The Children's Internet Protection Act (CIPA). This requires all Internet access to be filtered regardless of the tool used while in a public school. Your device may be yours, but you are in a public school building and using the District's network to connect to the

Internet. We are required to filter that connection.

I have an Internet data plan through a cellular carrier or other similar company (3G/4G etc.) on my device. Can I use that resource to access the Internet while on District property?

Answer: No. While on District property, you are required to use our filtered Internet connection.

Will I still be held accountable for violating the Dover City School District's Student Acceptable Use Policy (AUP) on my own device?

Answer: Yes. The AUP applies to your actions while on District property and is independent of the device used.

PARENTS:

I will be permitting my student to bring a device to school. Will he/she be accessing the same resources as a school device?

Answer: No. Students will only access the Internet and any web based resources like Accelerated Reader, Nova Net, Progress Book, etc., through a filtered connection. NOTE: Some devices (like the iPad) don't support all technologies, such as Flash, which may be required to access some District-provided web resources.

Am I required to load any additional software before my student brings his/her device to school?

Answer: No. Anti-virus software, however, is always advised. The technology staff retains the right to disable access to any problematic device. The Dover City School District cannot be responsible for damage or data loss on your personal device.

My student's device was stolen or damaged, what recourse can I take?

Answer: The Dover City School District cannot be responsible for any theft or damage to personally-owned devices. Theft or vandalism should be reported to building administration so they can take appropriate action in these cases.

What are the rules my student will need to follow while using their device?

Answer: Your student will be responsible for following all District rules, regulations, and policies as well as following the Student Code of Conduct, Student Acceptable Use Policy, Dover City Schools Wireless User Agreement, and the Dover City Schools BYOT Policy. Staff members may also choose to limit, restrict, or prevent student device use in his/her individual classroom as he/she determines.

My student neither owns a device nor would I be willing to allow my student to bring a device to school. Will my student be penalized or miss out on instruction?

Answer: Absolutely not! Dover City Schools' Staff members will not require the use of a personally-owned device for instruction.

TEACHER QUALIFICATIONS

Parents may request, and the district will provide on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including the following:

- Licensing for grade level and subject
- Emergency or provisional status
- B.A. major or graduate degrees
- Whether the child is provided services by paraprofessionals

SPECIAL SERVICES

COUNSELING:

Counseling is available at Dover Middle School. Parents may contact the office and request counseling assistance. Also, students

may refer themselves by seeing the guidance secretary for an appointment with Mrs. Smith.

EXTRACURRICULAR CLUBS AND ACTIVITIES

Extracurricular activities are an important part of a middle school student's development. Dover Middle School offers many activities from which to choose. Examples of these are:

- Soccer (7-8) (Fall)
- Basketball (7-8) & Intramural Basketball (6) (Winter)
- Cheerleading (7-8) (Fall/Winter)
- Student Council (6-8) (All year)
- Cross Country (7-8) (Fall)
- Track (7-8) (Spring)
- Football (7-8) (Fall)
- Volleyball (7-8) (Fall)
- Golf (7-8) (Fall)
- Wrestling (7-8) & Intramural Wrestling (6) (Winter)
- Power of the Pen (7-8) (All year)

While we encourage these activities, they have a responsibility that goes along with them. Good attendance, along with compliance with the Extracurricular/Co-Curricular Policy for the Dover Middle School is very important.

This policy is in effect at all times throughout the entire calendar year, and violations are cumulative throughout the students' years at Dover Middle School.

Violations of the rules will lead to denial of participation in, or dismissal from, the activity. Violations must be reported to the coach/advisor within twenty (20) days of the incident. No action will be taken on incidents reported later than twenty (20) days after the incident took place.

This policy is in accordance with the Dover City School District General Policy on drug and alcohol abuse.

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

Students in grades 7-8 must pass five of their classes and earn a minimum GPA of 1.5 on a 4.0 scale each grading period to be eligible to participate in extracurricular activities. Eligibility begins when cards are issued and runs until the next notification of grades. All incoming seventh graders are eligible the first grading period.

ECOL GYM REGULATION

The following regulations are in effect at all ECOL contests held in school gymnasiums. As a proud member of the East Central Ohio League, we will enforce these rules in the Dover Middle School gymnasium, as well as in the gyms of our opposing league schools.

1. Student section fans are prohibited from standing on the floor. Feet must be on or behind the first row of bleachers.
2. Students are not permitted to hold signs, flags, or banners of any kind in the student section.
3. Cheerleaders may use megaphones as part of a cheer (i.e. "go-fight-win"). Megaphones are not permitted in the student section.
4. Cheerleaders are not permitted to build pyramids or mount; the use of mini-tramps is also prohibited.
5. Throws and lifts are prohibited.

6. All spectators are to remain off the gym floor until competing teams and coaches have shaken hands and cleared the floor.

EXTRACURRICULAR DRUG/ALCOHOL AND GENERAL OFFENSE POLICY

The following is a copy of the Extracurricular Drug and Alcohol Policy. Students and parents are expected to be familiar with this policy. In order to avoid duplication of signatures, we have included a statement of receipt and awareness of the policy at the bottom of the Emergency Medical Authorization form. We request that all parents also sign this portion of the form along with a signature for medical authorization

DRUG/ALCOHOL AND GENERAL OFFENSE POLICY

(Revised: May 1999)

Statement of Philosophy:

The administrators, coaches and activity advisors of the Dover City School District consider participation in extracurricular activities to be a privilege, not a right. Students VOLUNTEER to participate in the extracurricular programs offered, and are expected to accept the responsibilities granted them by this privilege.

As representatives of our school system, students involved in extracurricular activities are scrutinized by the public, become role models for young children, as well as peers, and are ambassadors of our community. They have chosen to accept this role and with it, the responsibilities of maintaining a drug, alcohol and crime-free life style.

Overview

To ensure consistency in all extracurricular activities, the Extracurricular Policy has been established by the coaching staff, activity advisors and school administrators for all students in the Dover City School District, grades 7 – 12. Each coach/advisor may have additional rules and training regulations specific to their sport/activity, which the student must also abide by.

This policy is in effect at all times throughout the entire calendar year. Violations will be cumulative. However, a student's record will be wiped clean one year from the date of the last violation providing no additional violations have occurred. Violations of the following rules will lead to denial of participation in or dismissal from the activity. This policy is in accordance with the Dover City School District General Policy on drug and alcohol abuse.

Extracurricular activities covered by the policy include, but are not limited to:

- Art Club
- Key Club
- Baseball
- National Honor Society
- Volleyball
- Basketball
- Scholar Challenge Team
- Wrestling
- Golf
- Cheerleaders
- Soccer
- Gymnastics
- Softball
- Class Officers
- Hi-Y
- Chemistry Club
- Student Council

Power of the Pen
 Cross Country
 Swimming
 Math Team
 Fellowship of Christian Athletes
 Thespians
 Pep Club
 Football
 Tennis
 PIC Club
 Foreign Language Clubs
 Track
 Stat People
 Ball Boys (Team Helpers)
 Dance Team
 Managers

Procedure for Implementation

1. All students will be issued a Student/Parent Handbook containing the Extracurricular Drug/Alcohol and General Offense Policy.
2. The coach/advisor of each activity will explain the rules to the participants orally.
3. One signed permission form will be signed each school year by the parent acknowledging the existence of the Drug/Alcohol/General Offense Policy. (This form is part of the emergency medical form.)

RULES GOVERNING ALL EXTRACURRICULAR ACTIVITIES OF DOVER SCHOOLS

No Dover student involved in extracurricular activities shall:

Rule I: Use or possess any of the following substances:

1. All dangerous controlled substances as so designated and prohibited by Ohio Statute.
2. All chemicals which release toxic vapors.
3. All alcoholic beverages, or low alcohol beer as set forth in Board Policy.
4. Any prescription or patent drugs except those for which permission has been granted pursuant to Board policy.
5. Any drug paraphernalia.
6. Tobacco and tobacco products during school hours, at school activities, or on school property.
7. Look-alike drugs as described by Board policy.
8. Anabolic steroids.

Rule II: Sell, distribute, or possess to sell or distribute any of the substances described in Rule I.

Rule III: Admit to or be convicted of any misdemeanor or felony other than minor traffic violations. Persistent or major violations of the Student Code of Conduct.

Rule IV: Engaging in any violation of the Dover Middle School Code of Conduct and/or any Conduct Deemed Unbecoming of a Student-Athlete or Representative of Dover Middle School.

CONSEQUENCES FOR VIOLATIONS OF POLICY RULES

Rule I: Use or possession of controlled substances as described in Rule I of this policy:

A. First Violation

1. If the student is "in-season" or actively participating, he/she will forfeit 20% of the immediate activity schedule. The student will not be allowed to practice, travel with the team, sit with the team,

wear a uniform, compete, or participate in any way.

2. If the student is "out-of-season" or not actively participating, he/she will be given the opportunity of completing 40 hours of community service in lieu of forfeiting 20% of the activity. The community service must be completed prior to the student engaging in any activity.
3. In addition to Number 1 or Number 2 above, the student will be required to attend the Insight Program as assigned by the At-Risk Coordinator or other designee.

*The 20% denial of the season/activity is figured by taking the total length of the season/activity and dividing by 1/5. Examples: Football = 10 games, therefore a 20% denial would be 2 games. Student Council = regular school year, therefore a 20% denial would be 7 weeks.

**If an activity goes into an extended season, the denial of participation would continue into the extended season. Example: Football = 10 games. A violation occurs during the 9th game and the student is suspended for 2 games. The student would miss the 10th game and the first post-season game.

***Denial of participation would extend into a student's next season. Example: A violation occurs after football game #9 and the student involved participates in both football and basketball. The suspension would be football game #10 (1/10) and basketball games #1 and #2 (1/10) for a combined denial of 20%. The student could complete community service hours between seasons to satisfy the denial prior to starting the next activity – (Suspended for football game #10 and completes 20 hours of community service prior to starting basketball, the student would not have to serve a game suspension from basketball.)

****If a student is involved in two non-connecting activities, (i.e. football and track), he/she may utilize a combination of denial of participation and community service to satisfy the rule violation requirement. Example: football game #10 and 20 hours of community service.

*****If a student is involved in more than one activity at the same time, (i.e. football and student council) the denial of participation of both will run concurrently for both/all activities until the denial of participation has been satisfied for one activity. The student will then be reinstated to both/all activities.

B. Second Violation

1. The student will be denied participation in all extracurricular activities for one year from the date of the second violation.

Rule II: Sell, distribute or possess to sell or distribute any substances described in Rule I of this policy.

A. First Violation

1. The student will be denied participation in all extracurricular activities for one year from the date of the violation.
2. The incident will be reported to the police.
3. The student will be required to attend the Insight Program as assigned by the At-Risk Coordinator or other designee.

Rule III: Admit to or be convicted of any misdemeanor or felony other than minor traffic violations. Persistent or major violations of the Student Code of Conduct.

A. First Violation

1. The student could receive up to full denial of participation as determined by the hearing officer based upon the severity of the offense(s).

B. Second Violation

1. The student will be denied participation in all extracurricular activities for one year from the date of the second violation.

Rule IV: Engaging in any violation of the Dover Middle School

Code of Conduct and/or any Conduct Deemed Unbecoming of a Student-Athlete or Representative of Dover Middle School.

- A. First Violation
 - 1. The student could receive up to full denial of participation as determined by the hearing officer based upon the severity of the offense(s).
- B. Second Violation
 - 1. The student will be denied participation in all extracurricular activities for one year from the date of the second violation.

Hearings

When a coach/advisor/director received information that a participant (student) may have violated the Extracurricular Activities Policy, the following procedures will occur:

- 1. The coach/advisor/director will complete an Extracurricular Activities Referral outlining the details of the suspected infraction and provide the referral to the hearing officer (vice-principal or other designee.)
- 2. The hearing officer will schedule a hearing with the student in question. The hearing officer will fill out and provide the participant an "Intent to Deny Participation" form. The original will be kept by the participant and copies will be sent to the vice-principal and parents.
- 3. If, during the course of the hearing and/or later investigation, it is determined that a violation took place, the following procedures will occur:

First Violation of Rule II and subsequent violations of Rule I or Rule III:

- 1. The "Denial of Participation" form will be filled out and signed by the hearing officer.
 - a.) The original copy will be sent to the parents within one (1) school day of the hearing.
 - b.) Copies will be given to the vice principal, athletic director, at-risk coordinator and all coaches/advisor/directors directly involved with the student.
- 2. The participant will begin serving the period of denial of participation immediately.

Appeals

The student/parent has the right to appeal the decision of the hearing officer. The principal will hear all appeals.

Procedures for Appeals

- 1. If an appeal is desired, the student/parent must notify the principal in writing within three (3) school days after the student receives the "Denial of Participation" form.
- 2. The appeal hearing will be scheduled within five (5) school days of the notification of the principal.
- 3. The principal will set the date, time, and place of the appeal and will notify the student/parent and the hearing officer of it.
- 4. The appeal hearing will be conducted in accordance with procedures used in general school suspension hearings.
- 5. The principal will make the final decision concerning the appeal and will notify the student/parent in writing within two (2) school days after the appeal hearing of the decision concerning the appeal.
- 6. The principal's decision is final.

The Extracurricular Policy in Relation to the General School

Policy

The General School Policy dealing with drugs and alcohol is in effect for all students during school hours from 7:20 a.m. through 4:00 p.m. on school property or carriers, at school-sanctioned events, and as it applies to the "Good Neighbor" Policy.

The Extracurricular Policy is in effect for student participants at all times.

The Extracurricular Policy does not supersede the General School Policy in cases involving policy violations during school hours, on school property, or at school-sanctioned events. In such cases, the Extracurricular Policy is enforced in addition to the General School Policy for those students who are involved in extracurricular activities.

Insight Program

The Insight Program functions as a constructive consequence for violations of the school's General Drug and Alcohol Policy and Extracurricular Activities Policy. It is intended to provide students with information concerning the health risks and legal issues surrounding illegal substance use. In addition, it gives students the opportunity to work with people who are knowledgeable about substance use and abuse. This program can help participants evaluate their own use, its significance in their lives and alternative behaviors.

The Insight Program is required for violators of the Extracurricular Activities Drug and Alcohol Policy. Note: The Insight Program is also available to any student who feels it would be beneficial. Interested students should contact a guidance counselor.

It is the responsibility of the parents/guardians of the student assigned to Insight to assume the financial responsibility of paying for the student's participation in the Insight Program.

ADMINISTRATION OF MEDICATIONS BY SCHOOL PERSONNEL

The school shall encourage parents and physicians to adjust medications (prescription or over the counter) schedules to avoid administration of medicines during school hours. However, when it is absolutely necessary for school personnel to administer prescribed medication, the following guidelines are to be followed:

A. GENERAL MEDICATIONS

Except as otherwise required by federal law, no person employed by the board shall, in the course of such employment, administer any drug prescribed to any student enrolled in the schools of the district.

Designated persons employed by the board are authorized to administer to a student a drug prescribed for the student. Effective July 1, 2011, only employees of the board who are licensed health professionals, or who have completed a drug administration training program conducted by a licensed health professional and considered appropriate by the board, may administer to a student a drug prescribed for the student. Except as otherwise provided by federal law, the board's policy may provide that certain drug or types of drugs shall not be administered or that no employee shall use certain procedures, such as an injection, to administer a drug to a student.

No drug prescribed for a student shall be administered until the following occur:

- 1. The board, or a person designated by the board, receives a written request, signed by the parent, guardian, or other person having care or charge of the student, that the drug be administered to the student.
- 2. The board, or a person designated by the board, receives a

statement, signed by the prescriber, that includes all of the following information:

- a. The name and address of the student;
 - b. The school and the class in which the student is enrolled;
 - c. The name of the drug and the dosage to be administered;
 - d. The times or intervals at which each dosage of the drug is to be administered;
 - e. The date the administration of the drug is to begin;
 - f. The date the administration of the drug is to cease;
 - g. Any severe adverse reactions that should be reported to the prescriber and one or more phone numbers at which the prescriber can be reached in an emergency;
 - h. Special instructions for administration of the drug, including sterile conditions and storage.
3. The parent, guardian, or other person having care or charge of the student must agree to submit a revised statement signed by the prescriber to the board or a person designated by the board if any of the information provided by the prescriber changes.
 4. The person authorized by the board must receive a copy of the required statements and revisions of the statements.
 5. The drug is to be received by the person authorized to administer the drug to the student for whom the drug is prescribed in the container in which it was dispensed by the prescriber or a licensed pharmacist.
 6. New request forms must be submitted each school year and as necessary for changes in the medication order throughout the school year.
 7. It is advised that the medication and the signed permission forms be brought to the school by the parent/guardian.
 8. The school nurse is responsible for the monitoring of medications administered by school personnel.
 9. Accurate records of the medication given must be kept in the student's record.
 10. The board is required to retain copies of the parent written requests and the prescriber statements and shall ensure that by the next school day following receipt of any such statement a copy is given to the person authorized to administer drugs to the student for whom the statement has been received.
 11. The board, or a person designated by the board, shall establish a location in each building for the storage of drugs to be administered under this section and federal law. All such drugs shall be stored in that location in a locked storage place, except that drugs that require refrigeration may be kept in a refrigerator in a place not commonly used by students.
 12. In case of self-administered medication, all procedures in this policy shall be followed. (Refer to Inhaler/Epinephrine)
 13. No authorized employee who administers a prescribed drug under the conditions of this policy will be liable in civil damages for administering or failing to administer the drug, unless he/she acts in a manner that would constitute "gross negligence of wanton or reckless misconduct."
 14. No employee shall be required to administer a prescribed drug to a student if the employee objects to administering the drug on the basis of religious convictions.
 15. Nothing in this policy affects the application of ORC 2305.23, 2305.231, or 3313.712 to the administration of emergency

care or treatment to a student.

16. All dental disease prevention programs, sponsored by the Ohio Department of Health and administered by school employees, parents, volunteers, employees of the local health district, and/or employees of the Ohio Department of Health, which utilize prescription drugs for the prevention of dental disease and which are conducted in accordance with the rules and regulations of the Ohio Department of Health are exempt from all requirements of this policy.

B. ASTHMA INHALERS

A student may possess and use a metered dose inhaler or a dry powder inhaler at school or any activity, event, or program sponsored by or in which the student's school is a participant to alleviate asthmatic symptoms, or before exercise to prevent the onset of symptoms as long as written approval from both the prescriber and parent/guardian is provided. Written approval must be on file with the school nurse or principal indication the same information that is required for other general medications in addition to the following information:

1. The prescriber needs to indicate where the inhaler will be kept (office/student's possession). If the student possesses it, it is recommended that a back-up inhaler be kept in the office.
2. Written instructions that outline procedures school personnel should follow if the medication does not produce the expected relief.
3. Any severe adverse reactions that may occur to another child, for whom the inhaler is not prescribed, should such a child receive a dose of the medication.
4. At least one emergency phone number each for contacting the parent/guardian and prescriber in an emergency.

C. EPINEPHRINE AUTOINJECTORS (Epipen/Auvi-Q)

A student may possess and use an Epinephrine autoinjector at school or any activity, event, or program sponsored by or in which the student's school is a participant to treat anaphylaxis until medical help is provided. Written approval must be on file with the school nurse or principal indication the same information that is required for general medications received. Whenever a student is administered an Epinephrine autoinjector in school, a school employee shall immediately request emergency assistance from a medical service provider as well as call the parent/guardian.

1. The prescriber needs to indicate where the autoinjector will be kept (office/student possession). The parent is required to provide a back-up dose.
2. Written instructions that outline procedures school personnel should follow in the event that the student is unable to administer the anaphylaxis medication or the medication does not produce the expected relief.
3. Any severe reactions that may occur to another child, for whom the autoinjector is not prescribed, should such a child receive a dose of medication.
4. At least one emergency phone number each for contacting the parent/guardian and prescriber in an emergency.

***MAR forms to permit medication to be taken at school can be picked up in the Middle School office or on line at the Dover City School's website.**

SCHOOL HEALTH

Good health for your children requires the continuous cooperative efforts of home, school, and your family physician. The health service in the school is not a substitute for medical care. Its chief purpose is to promote, protect, maintain, and improve the health status of each student.

ILLNESS OR INJURIES:

In the event of an accident or illness requiring medical consultation or your child to go home, attempts are made to contact parents. When a parent cannot be reached, an effort is made to contact other persons listed on the pupil Emergency Card. The Emergency Medical Authorization, a form required by Ohio law and given to you to complete at the beginning of the school year, is consulted for parental instructions if medical help must be sought immediately and accompanies the student for medical care. It is important that

ENTRANCE REQUIREMENTS/IMMUNIZATIONS

Every child entering kindergarten should have a physical and dental exam. In addition, Dover City Schools has the following immunization policies in place. Except as otherwise provided in this Policy, no pupil, at the time of initial entry or at the beginning of each school year, to an elementary, middle, or high school shall be permitted to remain in school for more than fourteen (14) days unless the pupil presents written evidence satisfactory to the person in charge of admission, that the pupil has been immunized, or is in the process of being immunized, by a method of immunization approved by the Department of Health pursuant to ORC 3071.13. Therefore, any child initially entering school:

1. Must present a birth certificate or comparable certificate; and
2. Present proof of immunization as reflected in the following chart:

VACCINES	FALL 2017 IMMUNIZATIONS FOR SCHOOL ATTENDANCE
DTaP/DT/ Tdap/Td Diphteria, Tetnus, Pertussis	<p><u>K</u> Four (4) or more of DTaP or DT, or any combination. If all 4 doses were given before the 4th birthday, a fifth (5) dose is required. If the fourth dose was administered at least 6 months after the third dose, and on or after the 4th birthday, a fifth (5) dose is not required.</p> <p><u>1-12</u> Four (4) or more of DTaP or DT, or any combination. Three doses of Td or a combination of Td or Tdap is the minimum acceptable for children age seven 7 and up.</p> <p><u>Grades 7-12</u> One (1) dose of Tdap vaccine must be administered prior to entry.</p>
POLIO	<p><u>K-7</u> 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.</p> <p><u>Grades 8-12</u> 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.</p>
MMR Measles, Mumps, Rubella	<p><u>K-12</u> 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.</p>

information on these forms be up-to-date. Please keep these records current by notifying the school office of any changes in work or home telephone numbers, doctor or dentist, and the person(s) to be contacted when a parent cannot be reached.

Keep your child home for fever of 100 or more, vomiting, diarrhea, or other potentially contagious conditions. Call the school before 8:30 A.M. to report your child off from school. Also, please inform the school of the nature of your child's illness so that his/her health record may be kept current and outbreaks of contagious diseases, such as flu, can be monitored.

HEP B Hepatitis B	<u>K-12</u> Three (3) doses of Hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least 8 weeks after the second dose. The last dose in the series (third or fourth dose), must not be administered before age 24 weeks.
Varicella (Chickenpox)	<u>K-7</u> 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 the first dose, it is considered valid. <u>Grades 8-11</u> One (1) dose of varicella vaccine must be administered on or after the first birthday.
MCV4 Meningococcal	<u>Grade 7-8</u> One (1) dose of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry. <u>Grade 12</u> Two (2) doses of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry.

Parents should be advised that failure to complete the required immunization in a timely manner is a basis for excluding students from school; parents should be further advised that further admittance will not take place until proof of additional immunization is submitted.

“In the process of being immunized” means the pupil has been immunized against mumps, rubeola, rubella, and chicken pox, and if the pupil has not been immunized against poliomyelitis, diphtheria, pertussis, tetanus, and hepatitis B, the pupil has received at least the first dose of the immunization sequence, and presents written evidence to the pupil’s building principal or chief administrative officer of each subsequent dose required to obtain immunization at the intervals prescribed by the director of health. Any student previously admitted under the “in process of being immunized” provision and who has not complied with the immunization intervals prescribed by the director of health shall be excluded from school on the 15th day of the following school year. Any student so excluded shall be readmitted upon showing evidence to the student’s building principal or chief administrative officer of progress on the director of health’s interval schedule.

SCREENINGS: During the first couple of months of school, our nurses will conduct health screening on students in designated grades and in particular circumstances as required by state law & according to guidelines from The Ohio Department of Health. Screenings may include vision, hearing, growth (height/weight/BMI), and lice (elementary students). Rechecks of any student not passing a screening will be done several weeks following the initial screenings to ensure following up on referrals. Please remind your child to wear his/her glasses or contacts if he/she has them.

NUTRITION SERVICES

Breakfast and lunch are served in each building every day. Monthly menus are sent home, published weekly in the Times Reporter, and can be viewed on our school website at www.dovertornadoes.com

Breakfast and lunch prices are established by the Board of Education and are published on the first day of school. We encourage parents to pay money on their child’s account. This may be done by sending payments to school or paying online at www.payforit.net. Students may also pay for their lunches on a daily basis; however, no change will be given. Any amount paid over the cost of the lunch will be credited to your child’s account. Please keep in mind the District allows elementary lunch charges as a convenience to our parents. Please pay all charges promptly.

Federal free and reduced price applications are available for qualifying families. Applications will be sent home at the beginning of the school year and are accepted throughout the year. If you qualify one year, you will have 30 days at the start of the next school year to renew your application. New applications are required each school year for your child to continue to receive free or reduced price meals.

Students with Allergies: The school nurse will notify the cafeteria staff of any students with food allergies verified by a physician. A written notice is required yearly from a health care provider to make substitutions due to a medical issue. It is prohibited by the USDA to substitute other beverages for milk without written consent from a medical authority.

CLOSED LUNCH PERIOD:

Lunch periods at Dover Middle School are “closed,” which means all students are required to eat in our cafeteria with the following exceptions:

1. A student is picked up by his/her own parent and signed out in the office.
2. A student is picked up by an adult with prior written permission from his/her own parent and signed out in the office.
3. A student is approved by the office to walk home to his/her own

house for lunch. A written note from the parent(s) is required and the student must sign out upon leaving and sign in upon returning in the office each day.

4. Food may only be brought into the cafeteria by a student's parent for that student. Also, students may not bring in food for other students.

SCHOOL BUS SAFE-RIDING RULES

1. Pupils shall arrive at the bus stop before the bus is scheduled to arrive.
2. Pupils must wait in a location clear of traffic and away from the bus stop.
3. Behavior at a school bus stop must not threaten life, limb, or property of any individual.
4. Pupils must go directly to an available or assigned seat.
5. Pupils must remain seated, keeping aisles and exits clear.
6. Pupils must observe classroom conduct and obey the driver promptly and respectfully.
7. Pupils must not use profane language.
8. Pupils must refrain from eating and drinking on the bus. This includes all pupils on extracurricular trips.
9. Pupils must not use tobacco on the bus.
10. Pupils must not have alcohol or drugs in their possession on the bus except prescription medication required for a student.
11. Pupils must not throw or pass objects on, from, or into the bus.
12. Pupils may carry on the bus only objects that can be held in their laps.
13. Pupils must leave or board the bus at locations to which they have been assigned unless they have parental or administrative authorization to be otherwise (Blue Card).
14. Pupils must not put head or arms out of the bus windows.
15. Pupils are NOT permitted to have glass, animals, or anything flammable on the bus.

IF THERE ARE ANY INFRACTIONS OF THE ABOVE RULES, THE BUS DRIVER WILL WRITE THE INCIDENT UP AND GIVE IT TO THE PRINCIPAL.

Responsibilities of the Parents:

1. Parents/Guardians are responsible for the safety and discipline to and from the bus stop and at the bus stop.
2. Parents/Guardians must have their children at the bus stop before the pickup time as designated by the Transportation Department schedule. This schedule will not permit waiting for tardy students.
3. Parents/Guardians will be monetarily responsible for any damage done by their children.
4. The school does not enter into disputes involving parents/guardians and/or students prior to pickup or after drop off.
5. Do not discuss problems with the bus driver while he/she is in route. This delays the busing schedule. Call the Transportation Department at 330-364-7109.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("adult students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records with 45 days of the District's receipt of a request for access.

Parents or students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or student of the time and place where the records may be inspected.

2. The right to request amendment of the student's education records that the parent or adult student believes are inaccurate or misleading.

Parents or adult students may ask the Dover City School District (the "District") to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or adult student, the District will notify the parent or adult student of the decision and advise them of their right to a hearing regarding the request for the amendment. Additional information regarding the hearing procedures will be provided to the parent or adult 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 District as administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the District's Board of

Education; a person or company with whom the District 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.

Upon request, the District discloses educational records without consent to officials of another school district in which a student seeks to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20202-4605

"The Protection of Pupil Rights Amendment (PPRA) provides parents the right to review student surveys, curriculum, or evaluation materials. Please contact your building principal if you have any questions regarding these materials."

NOTICE OF DESIGNATION OF DIRECTORY INFORMATION

The District has designated certain information contained in the education records of its students as "directory information" for purposes of FERPA.

If you sign and return the "Refusal to Release Directory Information" form for your child, Dover City Schools is NOT permitted to give out the following information, except where the school system is permitted by law to do so.

name;
 address;
 telephone number;
 date and place of birth;
 major field of study;
 photographs of the student;
 participation in official recognized activities and sports;
 weight and height of members of athletic teams;
 dates of attendance at the district;
 date of graduation;
 diploma awarded;
 most previous educational agency or institution attended;
 honors and awards; or
 any other information which would not generally be considered harmful or an invasion of privacy if discussed.

In addition, the school releases student's name, address, and telephone number to military recruiters.

If you sign the Refusal to Release Directory Information form, please realize this means that Dover City Schools cannot give information about your child to any of the following or place information regarding your child on or in any of the following unless you provide additional written, dated and signed consent:

school newsletter	athletic programs
yearbook	team pictures
school website	club pictures
perfect attendance list	class t-shirts
athletic rosters	parents' night
music programs	graduation program
building student directories	play programs
elementary class pictures	scholarship information
student recommendation letters	student projects on display in building
bus routes	student awards (month, subject area)
class lists on school doors	honor roll lists
web page	birthdays posted with student name
Valentine's Day cards	Times Reporter or other newspaper
awards	radio
invitations	television
grade 5 t-shirts (5th graders sign names on shirts)	Boy/Girl Scouts

*Please note that the above list cites examples and is not all inclusive.

Any parent refusing to have any or all of the designated Directory Information disclosed must provide written notification to this effect by filling out the Refusal to Release Directory Information form, which can be obtained from the building principal. **The form must then be filled out and filed with the Central Office located at the Dover City School Administration Building, Attention: Assistant Superintendent, 219 W. Six St., Dover, Ohio 44622**

*In the event a refusal is not filed, the District will deem that neither the parent of a student nor an adult student objects to the release of the Directory Information designated.

DISTRICT POLICY AND PLAN FOR THE IDENTIFICATION OF CHILDREN WHO ARE GIFTED

Information for Parents

Definition

"Gifted" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Revised Code.

Screening and Assessing

The District uses a three-part approach to screen students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

STAGE I:

Pre-Assessment

The pre-assessment part of the process involves gathering student data from a variety of sources including teacher, parent, and peer nominations, grades, portfolios, observations, review of student records, and outstanding products or performances, etc. All students are involved in the pre-assessment pool.

By using the pre-assessment process, the district ensures equal access to screening and further assessment by all district children, including culturally or linguistically diverse children, children from low socioeconomic backgrounds, children with disabilities, and children for whom English is a second language.

STAGE II:

Assessment for Screening

The screening stage examines the data gathered from the pre-assessment stage and determines if additional assessment is necessary.

In making decisions about additional assessment, existing test data for students is not the sole determining criteria. School personnel will examine all available information about a student to determine if an evidence of possible giftedness exists for that student and conduct necessary additional assessment.

District-determined cut-off scores, to move students from the screening stage to the assessment stage, are lower than the scores necessary for identification. Parents must be notified within 30 days of the results of screening.

STAGE III:

Assessment for Identification

Assessment strategies provide additional data necessary for an identification decision and the delivery of services. Strategies for additional assessment include the individual and group testing requirements of Sections 3324.01-3324.07 of the Ohio Revised Code; and as described in the Gifted Identification pamphlet.

Once additional assessment has been completed, the data obtained throughout the stages of identification are evaluated, the identification decision is made and student's educational needs are determined.

Referral

The District ensures there are ample and appropriate scheduling procedures for assessments and reassessment using.

- Group tests;
- Individually-administered tests;
- Audition, performance;
- Display of work;
- Exhibition; and
- Checklists.

Children may be referred on an ongoing basis based on the following:

- Child request (self-referral);
- Teacher recommendation;
- Parent/Guardian request;
- Child referral of peer; and
- Other (e.g. psychologist, community members, principal, gifted coordinator, etc.).

Upon receipt of a referral, the district will:

- Follow the process as outlined in this brochure; and
- Notify parents of results of screening or assessment and identification.

The district shall provide at least two opportunities a year for assessment in the case of children requesting assessment or recommended for assessment by teachers, parents, or other children.

General

The district accepts scores on assessment instruments approved for use by the Ohio Department of Education provided by other school districts and/or trained personnel outside the school district.

Transfer

The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the request of the parent. Parents shall contact the building principal.

Services

The district ensures equal opportunity for all district students identified as gifted to receive services offered by the district.

Written Education Plans

Each child who participates in the TAG program will have, on file, a Written Education Plan (WEP). Parents will meet with the TAG teacher at the fall conference where goals will be established for the student. These goals may include, but are not limited to:

- organizational skills;
- study skills;
- social skills;
- content knowledge;
- specific academic goals in content areas.

Teachers and parents will meet again at the spring conference to follow-up on the goals that were set for the student. At the spring conference, goals may be discussed for the following school year. The TAG program at Dover City Schools is taught by Gifted Intervention Specialists who will be responsible for the service delivery. Parents will be provided a copy of the WEP after each conference. Parents of high school students taking advanced coursework will be provided a copy of their child's WEP.

Withdrawal

If at any time a student wishes to withdraw from gifted programs or services, the request should be written by the parent or child to the building administrator. If children request to withdraw, parents will be notified.

Appeal Procedure

An appeal by the parent is the reconsideration of the results of any part of the identification process which would include:

- Screening procedure or assessment instrument (which results in identification)
- The scheduling of children for assessment
- The placement of a student in any program
- Receipt of services

Parents should submit a letter to the superintendent or designee outlining the nature of the concern.

The superintendent or designee will convene a meeting with the parent/guardian, which may include other school personnel.

The superintendent or designee will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision(s).

If you have questions, please call your building principal or Carla Birney at 330-364-7104.

ASSESSMENT INSTRUMENTS USED BY THE DISTRICT FOR GIFTED IDENTIFICATION

Information for Parents

The district uses the following assessment instruments for screening and identification. The screening criteria is included. For identification, see the additional brochure, *Identification of Children Who are Gifted: Excerpts from HB 282*.

SUPERIOR COGNITIVE ABILITY

(See tests in Specific Academic Ability also)

- ACT Assessment Program
 - Screening Criteria 94th percentile
 - Identification Criteria 95th percentile
- Otis-Lennon School Ability Test, 7th or 8th Ed.
 - Screening Criteria 125
 - Identification Criteria 126
- Stanford Achievement Test Series, 9th or 10th Edition
 - Screening Criteria 94th percentile
 - Identification Criteria 95th percentile
- Stanford-Binet Intelligence Scales, 5th Edition
 - Screening Criteria 126
 - Identification Criteria 127
- Universal Nonverbal Intelligence Test (UNIT)
 - Screening Criteria 125
 - Identification Criteria 126
- Wechsler Intelligence Scale for Children, 4th Ed(WISC IV)
 - Screening Criteria 126
 - Identification Criteria 127
- Woodcock-Johnson III, (WJIII)

- Screening Criteria 126
- Identification Criteria 127

Specific Academic Ability

- ACT Assessment Program (AAP)
 - Screening Criteria 94th percentile
 - Identification Criteria 94th percentile
- Stanford Achievement Tests Series, 9th or 10th Ed.
 - Screening Criteria 94th percentile
 - Identification Criteria 95th percentile
- Woodcock-Johnson-Revised Test of Cognitive Ability Cognitive Battery
 - Screening Criteria 94th percentile
 - Identification Criteria 95th percentile
- Form A, Achievement Battery
 - Screening Criteria 94th percentile
 - Identification Criteria 95th percentile

- Measures of Academic Progress (MAP) “Survey with Goals” test grades 2-12
 - Screening Criteria 94th percentile
 - Identification Criteria 95th percentile
- Measures of Academic Progress for Primary Grades
 - Screening Criteria 94th percentile
 - Identification Criteria 95th percentile

Creative Thinking Ability

- Gifted and Talented Evaluation Scale (GATES), Creative Thinking: Section 4, Items #21-30
 - Screening Criteria 82
 - Identification Criteria 83
- Otis-Lennon School Ability Test, 7th or 8th Ed.

- Screening Criteria SAI – 109 or higher
- Identification Criteria SAI – 110 or higher
- Scales for Rating the Behavior Characteristics of Superior Students-Creativity 1997 Version (Creativity Part II)
 - Screening Criteria 50
 - Identification Criteria 51
- Wechsler Intelligence Scale for Children, 4th Ed. (WISC IV)
 - Screening Criteria Intelligence Quotient 111 or higher
 - Identification Criteria Intelligence Quotient 112 or higher
- Cognitive Abilities Test (CogAt), Form 5
 - Screening Criteria 94th Percentile
 - Identification Criteria 95th Percentile

Visual and/or Performing Arts Ability

- ODE Rubrics for Scoring Performance Rubric, Forms A & B
 - Screening Criteria Visual Art 20, Drama 19, Music 17, Dance 25
 - Identification Criteria Visual Art 21, Drama 20, Music 18, Dance 26
- Gifted and Talented Evaluation Scale (GATES) Visual Art, Drama, Music, Dance
 - Screening Criteria 77
 - Identification Criteria 78
- Scales for Rating the Behavior Characteristics of Superior Students
 - Screening Criteria Visual Art 52, Drama 47, Music 33
 - Identification Criteria Visual Art 53, Drama 48, Music 34

If you have questions, please call your building principal or Carla Birney at 364-7104.



IMPORTANT LOGIN INFORMATION

DMS Desktop Computer

Username: _____

Password: _____

DMS Chromebook

Username: _____

Password: _____

Progress Book

Username: _____

Password: _____

Schoology

Username: _____

Password: _____

Online Textbook

Username: _____

Password: _____

Online Textbook

Username: _____

Password: _____

Online Textbook

Username: _____

Password: _____

Online Textbook

Username: _____

Password: _____

Weekly Grade Check Form

Name _____

Date _____

Week _____

First Grade Check of 9 Weeks GREEN A = 100 - 92% B = 91 - 83% YELLOW C = 82 - 74% RED D = 73 - 65% F = 64 - 0%	Weeks 2-9 of grading period GREEN - GRADE IMPROVED YELLOW - STAYED THE SAME LETTER GRADE RED - GRADE DROPPED A LETTER GRADE		Course	Grade (% and Letter)		
					Language Arts	
					History	
					Math:	
					Science	
					Elective:	
					Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____.

Did I improve my grades since the last grade check?

YES

NO

BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve
my grades
since the last
grade check?

YES

NO

BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____.

Did I improve
my grades
since the last
grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u> GREEN A = 100 - 92% B = 91 - 83% YELLOW C = 82 - 74% RED D = 73 - 65% F = 64 - 0%	<u>Weeks 2-9 of grading period</u> GREEN - GRADE IMPROVED YELLOW - STAYED THE SAME LETTER GRADE RED - GRADE DROPPED A LETTER GRADE	Course		Grade (% and Letter)	
		Language Arts			
		History			
		Math:			
		Science			
		Elective:			
		Elective:			

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve my grades since the last grade check? YES NO BOTH	If you circle, YES or BOTH, which grades improved? <hr/>
	If you circled NO or BOTH, explain <u>WHY</u> improvement has not been made. <hr/>

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve
my grades
since the last
grade check?

YES

NO

BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____.

<p>Did I improve my grades since the last grade check?</p> <p>YES</p> <p>NO</p> <p>BOTH</p>	<p>If you circle, YES or BOTH, which grades improved?</p> <hr/> <p>If you circled NO or BOTH, explain <u>WHY</u> improvement has not been made.</p>
---	---

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____.

Did I improve
my grades
since the last
grade check?

YES

NO

BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____.

<p>Did I improve my grades since the last grade check?</p> <p>YES</p> <p>NO</p> <p>BOTH</p>	<p>If you circle, YES or BOTH, which grades improved?</p> <p>If you circled NO or BOTH, explain <u>WHY</u> improvement has not been made.</p>
---	--

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve
my grades
since the last
grade check?

YES
NO
BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____.

Did I improve my grades since the last grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve my grades since the last grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve
my grades
since the last
grade check?

YES
NO
BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>	<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>	Language Arts	
		History	
		Math:	
		Science	
		Elective:	
		Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve
my grades
since the last
grade check?

YES
NO
BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve
my grades
since the last
grade check?

YES
NO
BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve
my grades
since the last
grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve my grades since the last grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve
my grades
since the last
grade check?

YES
NO
BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve
my grades
since the last
grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		Course	Grade (% and Letter)
<p style="text-align: center;">GREEN A = 100 - 92% B = 91 - 83%</p> <p style="text-align: center;">YELLOW C = 82 - 74%</p> <p style="text-align: center;">RED D = 73 - 65% F = 64 - 0%</p>	<p style="text-align: center;">GREEN - GRADE IMPROVED</p> <p style="text-align: center;">YELLOW - STAYED THE SAME LETTER GRADE</p> <p style="text-align: center;">RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve my grades since the last grade check?

YES
NO
BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve
my grades
since the last
grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____.

Did I improve my grades since the last grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p style="text-align: center;">GREEN A = 100 - 92% B = 91 - 83%</p> <p style="text-align: center;">YELLOW C = 82 - 74%</p> <p style="text-align: center;">RED D = 73 - 65% F = 64 - 0%</p>	<p style="text-align: center;">GREEN - GRADE IMPROVED</p> <p style="text-align: center;">YELLOW - STAYED THE SAME LETTER GRADE</p> <p style="text-align: center;">RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____.

Did I improve
my grades
since the last
grade check?

YES
NO
BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve my grades since the last grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		Course	Grade (% and Letter)
<p style="text-align: center;">GREEN A = 100 - 92% B = 91 - 83%</p> <p style="text-align: center;">YELLOW C = 82 - 74%</p> <p style="text-align: center;">RED D = 73 - 65% F = 64 - 0%</p>	<p style="text-align: center;">GREEN - GRADE IMPROVED</p> <p style="text-align: center;">YELLOW - STAYED THE SAME LETTER GRADE</p> <p style="text-align: center;">RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve
my grades
since the last
grade check?

YES
NO
BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____.

Did I improve my grades since the last grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve
my grades
since the last
grade check?

YES
NO
BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____.

Did I improve my grades since the last grade check?

YES
NO
BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve
my grades
since the last
grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve my grades since the last grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____.

Did I improve my grades since the last grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve my grades since the last grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.

Weekly Grade Check Form

Name _____

Date _____

Week _____

<u>First Grade Check of 9 Weeks</u>	<u>Weeks 2-9 of grading period</u>		<u>Course</u>	<u>Grade (% and Letter)</u>
<p>GREEN A = 100 - 92% B = 91 - 83%</p> <p>YELLOW C = 82 - 74%</p> <p>RED D = 73 - 65% F = 64 - 0%</p>	<p>GREEN - GRADE IMPROVED</p> <p>YELLOW - STAYED THE SAME LETTER GRADE</p> <p>RED - GRADE DROPPED A LETTER GRADE</p>		Language Arts	
			History	
			Math:	
			Science	
			Elective:	
			Elective:	

Missing Assignments - (Include Plan for Making Up Missing Assignments)

Missing Tests/Quizzes - (Include Plan for Making Up Missing Tests/Quizzes)

Goal for Improving Grades

I will _____, so I can _____

Did I improve
my grades
since the last
grade check?

- YES
- NO
- BOTH

If you circle, YES or BOTH, which grades improved?

If you circled NO or BOTH, explain WHY improvement has not been made.