

**MINUTES OF WAPAKONETA CITY BOARD OF EDUCATION  
REGULAR SESSION  
WAPAKONETA MIDDLE SCHOOL  
Tuesday, April 27, 2021  
7:00 PM**

The meeting of the Board of Education of the Wapakoneta City School District was called to order by President Joshua Little.

**ROLL CALL**

Upon the roll being called, the following were present:

**BOARD MEMBERS:**

Brian Cossel  
Joshua Little  
Ron Mertz  
Gregg Ruppert  
Willie Sammetinger

Also in attendance were Aaron Rex, Superintendent; Angie Sparks, Treasurer; administrators, teachers, and community members.

The Pledge of Allegiance was led by Joshua Little.

**STUDENT RECOGNITION**

Mr. Aaron Rex, Superintendent, thanked all the parents for being here and indicated that it was great to be able to recognize students in person, since last year at this time we were not able to be here.

Mr. Kyle Cutnaw, Middle School Assistant Principal, thanked and welcomed everyone for coming tonight. He is thankful for the Board of Education and for Mr. Rex giving them the opportunity to honor the students. He thanked the kids for all their hard work and dedication and for all that they do. At Wapak, the motto is "BeBetter." He stated that in their building, they focus on three things: be respectful, be responsible, and be safe. All nine students being honored tonight exemplify all of these characteristics. He also thanked the teachers for all their hard work and dedication and for being here to recognize the students.

Recognize the following students from Wapakoneta Middle School:

- RHORI FRESE - 5th Grade - nominated by Mrs. Mullen, Mrs. Newman, Mr. Sarasin
- AIDEN KESLER - 5th Grade - nominated by Mrs. Kohler, Mr. Rostorfer, Mrs. Sawmiller
- ELLA THUMAN - 5th Grade - nominated by Mrs. Stephens, Mrs. Wehner, Mrs. Otto, Mr. Kentner, Mr. Selover, Mrs. Metzger

- ERICA SCHNEIDER - 6th Grade - nominated by Mrs. Roediger, Mrs. Jarvis, Mrs. Turner, Mrs. Rossman, Ms. Zartman
- AVA SCHNEIDER - 6th Grade - nominated Mrs. Adams, Mrs. Amstutz, Mrs. Shafer
- ELIJAH MOSLER - 6th Grade - nominated by Mrs. Steinke, Mrs. Truesdale, Mr. Wayman
- NIKOLAS HUNTER - 7th Grade - nominated by Mrs. Conkle, Mrs. Ward, Ms. Wade, Mrs. Johns, Mr. Brown, Mrs. Gesler
- CHLOE FISHER - 7th Grade - nominated by Mrs. Folger, Mrs. Hendrickson, Mrs. Maurer
- ZACH FISHER - 7th Grade - nominated by Mr. Kitzmiller, Ms. Miller, Mrs. Riffle

Mr. Cutnaw thanked everyone again for coming out and honoring the kids tonight. He stated that these kids really are what makes being here extra special. They work hard and give us their very best every single day. It is awesome to see them succeed and do so well. To those seventh graders – we are excited to see big things from you as you move into eighth grade over at the high school.

(Nomination forms are attached to the minutes.)

### **RETIREE RECOGNITION**

CHRIS TURNER - Ag Teacher since 1994.

Mr. Rex stated that Mr. Turner is already retired and is probably enjoying retirement. He started teaching in the District in 1994. He has impacted thousands of kids over his years of teaching. He has instructed them about animal science, farming techniques, building structures, soil types, and many other things, and most importantly just the value of hard work. When people call the school and ask who they should hire that is a hard worker, we send them to Mr. Brown and Mr. Turner, because they are the ones training those kids. Wapakoneta has had one of the top FFA programs in the area, which is due to Mr. Turner and Mr. Brown. Many students have earned local, state, and national degrees with their help. Since Chris has been retired, he has been enjoying time with his wife, and he's probably already found something else to keep him busy as well. Mr. Rex congratulated Mr. Turner on his retirement and thanked him for his many years of service to Wapakoneta City Schools.

Mr. Little congratulated Mr. Turner as well and thanked him for his years of service to the District.

### **REPORTS TO THE BOARD**

**Food Service Gold Plate Awards** - Mike Watt stated that the cafeteria and food service staff has earned this recognition over the last four years from the Auglaize County Health Department. There are four criteria they have to meet. They have to have an FSO, send in an application for the award, receive an average score of 90% or higher, and have not had a foodborne outbreak or been under administrative action for two years. He indicated that he is proud of the staff that



works in the cafeterias and wanted to recognize them for their work and for everything they have done for the past four years.

**Career Planning Curriculum Map** - Carrie Knoch gave a presentation on the new career planning curriculum map that will be presented to the board for approval during May. She indicated that the graduation requirements have changed a bit. There is now a multi-prong approach. One of those is the OhioMeansJobs-Readiness Seal. She indicated that there is the academic piece which has always been, and then they are adding diploma seals. The important part of the JobReadiness Seal is that there are several skills that the students have to show proficiency in. The professional skills they have to show proficiency in are: drug free, reliability, work ethic, punctuality, discipline, teamwork/collaboration, professionalism, learning agility, critical thinking/problem solving, leadership, creativity/innovation, oral and written communication, digital technology, global/intercultural fluency, and career management. On top of showing proficiency in these areas, they have to have a mentor both at school and in the workplace to show that they are demonstrating professional skills in both places. The District has redesigned the careers class that every sophomore has to take. This is a semester class that will help the students get ready for going out into the workforce. They cover topics such as the appropriate type of clothing to wear, how to communicate with someone if you have a problem, and what type of work you are suited for. Currently Mr. Stiger and Mrs. Courter teach this class. Ms. Knoch indicated is that what the District would like is for every student to graduate with the OhioMeansJobs Seal on their diploma.

(She presented a handout to the Board, which is attached to the minutes.)

### **EDUCATIONAL REPORTS**

Educational reports are presented by administrators and can be found attached to the minutes.

Will Snyder, Middle School Principal, also had Laura Folger, Kelly Maurer, and Abby Conkle speak about what the teachers were learning about in the book studies that have been held at the middle school.

### **REPORTS FROM THE BOARD**

Mr. Ron Mertz gave an update from Apollo. He indicated that Apollo has a problem, but it is a good problem. They currently run twelve classes and all but two of them are completely full. There is also a waiting list on all but two of them. The Construction Equipment class has 50 students, there are four classes and they are all full. Plus there is a waiting list for it. So it is a good problem to have. Adult ed classes are going strong. The apprentice journeyman program for adults has partnered with companies such as Dana and Ford, and those classes are full as well. On another note, a house has been constructed by the program's students for years, but one will not be built this year. They are going to take another approach this year.

### **ROUTINE BUSINESS**

22-21 Member Willie Sammetinger moved, Member Ron Mertz seconded to approve the following items:

**Approve minutes** from the meeting held March 23, 2021.

**Approve monthly financial reports.**

**Then and Now Purchase Order**

As required by the Ohio Revised Code 5705.41(D), the Board needs to approve the following then and now purchase orders since a portion of the service dates are prior to the purchase order date:

<b>PO #</b>	<b>Check #</b>	<b>Vendor</b>	<b>Amount</b>	<b>Description</b>	<b>Invoice Date</b>	<b>PO Date</b>
2101755	75619	Turner-Green LLC	\$4,800	FFA Corn/Soybean Seed	2/23/21	3/1/21

**Sale of Assets**

Authorize the sale of a 2005 Kubota Tractor to Jim Bowen for \$1,950.00.

**Permanent Appropriations Modification**

The following FY 21 permanent appropriation modification is being requested:  
Wapakoneta Area Community Foundation Grant Fund (019-9220) - \$5,000  
WHS MMGW Mini Grant (019-9020) - \$52.23

**Accept donations from the following:**

- \$5,000.00 - from the Miller Family (from the Ty Garrett Miller Memorial Fund held by the Wapakoneta Area Community Foundation) - to assist with the expense of replacing lights at the Wapakoneta High School soccer field
- \$300.00 - from the VFW - to assist with student school fees
- \$100.00 - from Wayne and Donna Stroh - to assist with student school fees
- \$2,000 – from Chris and Holly Turner for the FFA program.

**Approval of 2021-22 Student Handbooks**

Approve student handbooks for the 2021-22 school year for Wapakoneta Middle School, Cridersville Elementary School, Wapakoneta Elementary School, and Wapakoneta's Preschool Program.

**Approve the following overnight athletic team camps:**

BASKETBALL - 7th/8th/JV/HS - Cedarville - 6/7/21-6/9/21  
CHEERLEADING - Great Wolf Lodge Cheer Camp, Mason, OH - 6/28/21-7/1/21  
VOLLEYBALL - Cedar Point Volleyball Camp - 7/12/21-7/13/21  
FOOTBALL - Eastern Ohio Football Camp - 7/13/21-7/15/21  
WRESTLING - St. Paris Graham - 7/13/21-7/17/21

**Approve the 2021-22 Athletic Ticket Prices:**

- **FOOTBALL RESERVE SEATS (Plus Fees)**  
For Year - Chair \$45.00  
For Year - Bench \$40.00  
Per Game (Presale, online ONLY) \$9.00

- **BASKETBALL RESERVE SEATS (Plus Fees)**  
For Year (10 games) \$70.00  
Per Game (Presale, online ONLY) \$9.00
- **GENERAL ADMISSION PRICES (League Prices; includes \$1 fee from HomeTown Ticketing) Presale (Online only; no ticket sales at gate)**  
Varsity Football & JV/Varsity Boys Basketball - General Admission \$8.00  
JV/Varsity - Volleyball/Soccer/Girls Basketball/Wrestling - General Admission \$7.00  
JV Football & All Freshman/8th Grade/7th Grade Events - General Admission \$4.00
- **Wapakoneta City Schools Sponsored Tournament Prices (Max.):**  
General Admission \$8.00

NOTE: Refunds will be ticket price only. Any fees assessed (HomeTown Ticketing fees/credit card fees) will not be refunded.

- **SEASON SPORTS PASSES (Plus Fees):**  
**FALL PASSES (General Admission Seating)**
  - Adult Fall Season Pass - Good for all sports EXCEPT Varsity Football \$100.00
  - Student Fall Season Pass (Kindergarten through Grade 12) - Good for all sports INCLUDING Varsity Football \$60.00
  - Senior Fall Redskin Pass (Senior Citizens Age 60+) - Good for all sports EXCEPT Varsity Football \$85.00 (Must purchase in advance at Athletic Office & show Golden Buckeye Card as proof of age.)

**WINTER PASSES (General Admission Seating)**

- Adult Winter Season Pass - Good for all sporting events EXCEPT Varsity Basketball) \$70.00
- Student Winter Season Pass (Kindergarten through Grade 12) - Good for all sporting events INCLUDING Varsity Boys Basketball \$40.00
- Senior Winter Redskin Pass (Senior Citizens Age 60+) - Good for all sporting events EXCEPT Varsity Basketball \$55.00 (Must purchase in advance at Athletic Office & show Golden Buckeye Card as proof of age.)

**ALL-YEAR PASSES (General Admission Seating)**

- Adult All-Year Pass - Good for all sports EXCEPT Varsity Football & Varsity Boys Basketball \$155.00
- Student All-Year Pass (Kindergarten through Grade 12) - Good for all sports INCLUDING Varsity Football & Varsity Boys Basketball \$90.00
- Senior All-Year Redskin Pass (Senior Citizens Age 60+) - Good for all sports EXCEPT Varsity Football & Varsity Boys Basketball \$120.00 (Must purchase in advance at Athletic Office & show Golden Buckeye Card as proof of age.)

### **Adoption of Job Descriptions**

Adopt the following job descriptions for Summer School employees (copies included in minutes):

- Summer School Supervisor
- Instructional Staff Member for Rising 1st-9th Graders Instructional Staff Member for Rising Kindergartners
- Instructional Student Intern for Rising 1st-9th Graders
- Instructional Student Intern for Rising Kindergartners
- Summer Fun Manager

Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **carried 5 – 0**.

### **PERSONNEL MATTERS**

**23-21** Member Gregg Ruppert moved, Member Brian Cossel seconded to approve the following items:

#### **Accept the following resignations:**

SARA FOOR - 8/31/21

ZACHARY JUNG - 8/31/21

ANA MORALES - 4/6/21

ANDREA MORALES-CASTILLO - 3/19/21

#### **Accept the following retirement:**

CHRISTINE MAURER - effective at the end of the 2020-21 school year

#### **Approve the following employee leaves:**

AMY FOLLIN - 3/22/21 through 3/26/21

MELISSA JORDAN - 3/12/21 through 3/22/21

#### **Employment of New Teachers**

Employ the following teachers for the 2021-22 school year on a one-year limited contract:

- MARISSA LEWIS - Vocal Music Teacher for Middle School and High School - Masters Degree - Step 9 - \$65,016
- DIANA SCHNEIDER - Intervention Specialist at Wapakoneta Elementary School - Masters + 30 - Step 7 - \$62,651
- MAKENZIE SPEAKMAN - Intervention Specialist at Wapakoneta High School - Bachelor's Degree - Step 0 - \$40,994

#### **Employ the following substitute custodian for the 2021 calendar year:**

EDWARD MULESKI - Step 2

**Employ the following substitutes for the 2020-21 school year,** pending satisfactory completion of criminal records checks:

ALYSSA RIDINGER – Teacher

MACKENZIE SHORT – Teacher

SARA WISENER - Cafeteria

**Employ the following substitutes for the 2021-22 school year:**

**BUS DRIVERS:**

Dennis Kohler  
Beth Miller  
Dorinda Schmerge  
Dwight Steinke  
Diana Varno

**CAFETERIA**

Leisha Comer  
Julie Garwood  
Melissa Hamblin  
Robin Linn  
Dawn Reinhart  
Christine Swords  
Sara Wisener

**PARAEDUCATORS:**

Michelle Bates  
Stacey Bowsher  
Nancy Carter  
Martha Castillo Lopez  
Guan-Wen Chen  
Tracy Chess  
Rena Eckert  
Meghan Erb  
Alexa Fisher  
Alyshia Hensley  
Martha Hilliard

Ella Johnson  
Olivia Jones  
Terry Kantner  
Emily Lichtenberg  
Karla Michel-Sudoff  
Cal Miller  
Kelly Miller  
Rebecca Mongold  
Cristina Munilla Miguel  
Emma Rex  
Kristin Runser

Abbigail Ruppert  
Alyssa Ruppert  
Diane Schlosser  
Stephanie Schmehl  
Nakina Settlege  
Cheryl Steinke  
Rebecca Stirn  
Deborah Stroh  
Amy Zwez  
Annette Zwiebel

**SECRETARIES:**

Stacey Bowsher  
Tracy Chess  
Meghan Erb  
Dawn Hemleben  
Robin Linn

Deb Lowther  
Rebecca Mongold  
Emma Rex  
Abbigail Ruppert  
Sierra Sammons

Deborah Whetstone  
Annette Zwiebel

**TEACHERS:**

Jocelyn Arnett  
Laura Ayers  
Gayle Azbell  
Baillie Barrington  
Rinda Beach  
Cathy Beard  
Richard Bowersock  
Morgan Brunswick

Margaret Buehler  
Julie Burns  
Dianne Carter  
Gregory Douglass  
Summer Douglass  
Scott Dues  
Rena Eckert  
Meghan Erb

James Kevin Fraley  
Cynthia Frost  
Tammy Gegel  
Sandra Gesler  
Molly Gibson  
Kimberly (Susanne) Good  
Randall Hansard  
Alyshia Hensley

Kimberly Holloway  
Sara Hoyt  
Carolyn Jensvold  
Michelle Joseph  
Elizabeth Kantner  
Cynthia Kaufman  
Tracy Kearnes  
Kimberly Kirkendall  
Emily Lichtenberg  
Angela McDowell  
Joan McGue  
Allen Miller  
Cal Miller  
Robert Mueller  
Kenneth Nuss

Susan Pallone  
Linda Pelger  
Kathleen Place  
Kristina Messer-Pohl  
Becky Puff  
Cynthia Rahrig  
Jeffery Replogle  
Alyssa Ridinger  
Alyssa Ruppert  
Sierra Sammons  
Nichole Schaub  
Aaron Schipper  
Edna (Jeanie) Schnell  
Hannah Schwieterman  
Mark Short

Mackenzie Short  
Lisa Slonecker  
Jody Stevely  
Alexa Sutton  
Gwen Tabler  
Mindy Tabler  
Alayna Treadway  
Kathleen Valenti  
Mark Vaughn  
Andrew Wayman  
Melanie Webb  
Jennifer Willison  
Annette Zwiebel

**NURSES:**

Janet Munday  
Michelle Randall  
Sheila Wells  
Jessica Whetstone

**Casual Laborers**

Employ the following casual laborers for the 2021 calendar year:

OWEN BECKER - Computer Technician - Step 1 - \$10.66 per hour  
GRANT HONIGFORD - Computer Technician - Step 1 - \$10.66 per hour  
ANTHONY LISI - Step R-1 - \$10.04 per hour  
EDWARD MULESKI - Step R-3 - \$10.65 per hour  
JACE MULLEN - Step R-1 - \$10.04 per hour  
HOWARD PERKINS - Step R-3 - \$10.65 per hour  
MATTHEW ROEDIGER - Step G-1 - \$10.25 per hour  
EMILY VAN HORN - Step R-1 - \$10.04 per hour  
MADYSEN WEBER - Step R-1 - \$10.04 per hour  
MCKINSEY WERLING - Step R-1 - \$10.04 per hour  
TODD ERB - Step S-5 - \$11.76 per hour  
JARED SELOVER - Step S-8 - \$12.85 per hour  
SCOTT WILSON - Step S-8 - \$12.85 per hour

**Supplemental Contracts**

Approve the following Volunteer for the 2020-21 school year:

Rusty Allen - Volunteer High School Baseball Coach

Employ the following on supplemental contracts for the 2021-22 school year:

NICK TRUESDALE - Football 1st Assistant - Step 2 - \$5,206.24  
BILL GARLAND - Football 1st Assistant - Step 4 - \$5,985.12  
MIKE BOGAN - Football Assistant - Step 4 - \$4,796.30  
TIM NICHOLS - Football Assistant - Step 4 - \$4,796.30

ERIC LEUTHOLD - Football Assistant - Step 4 - \$4,796.30  
BRENT COPELAND - Assistant (1/2) - Step 4 - \$2,398.15  
BLAKE MCGUE - Football Assistant (1/2) - Step 4 - \$2,398.15  
AUSTIN SIEFKER - Football Assistant (1/2) - Step 4 - \$2,398.15  
JACE COPELAND - Football Assistant (1/2) - Step 2 - \$2,008.71  
TODD ERB - MS Football - Step 4 - \$3,607.47  
ADAM FRIEMERING - MS Football - Step 4 - \$3,607.47  
JEREMY DICKEY - MS Football - Step 4 - \$3,607.47  
TOM HUNTER - MS Football - Step 4 - \$3,607.47  
TIM DUNCAN - MS Football - Step 4 - \$3,607.47  
KARA SCHNEIDER - HS Cross Country (Girls) - Step 4 - \$5,985.12  
MATT ROSEBROCK - MS Cross County - Step 4 - \$3,607.47  
SARAH LAWRENCE - HS Girls Soccer Assistant - Step 4 - \$4,796.30  
SAMANTHA TRIMBOLI - HS Girls Soccer Assistant (1/2) - Step 3 - \$2,193.18  
MEGAN STEINKE - HS Girls Soccer Assistant (1/2) - Step 3 - \$2,193.18  
SARAH SWANEY - Cheer Advisor - Football (1/2) - Step 3 - \$1,660.26  
KAREN HUTT - Cheer Advisor - Football (1/2) - Step 3 - \$1,660.26  
LISA JORDAN - Cheer Advisor - Freshman Football (1/3) - Step 3 - \$1,462.12  
SUSAN HARROD - Cheer Advisor - MS Football (1/3) - Step 2 - \$1,038.51  
DIANE SAMMONS - Volleyball Assistant HS - Step 4 - \$4,796.30  
LINDSAY ZIELONKA - Volleyball Assistant HS - Step 2 - \$4,017.41

Approve the following Volunteer for the 2021-22 school year:  
ROB FLINN - HS Football Volunteer

Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **carried 5 – 0**.

#### **ADDITIONAL PERSONNEL ITEMS**

**24-21** Member Gregg Ruppert moved, Member Ron Mertz seconded to approve the following item:

##### **WEA Memorandum of Understanding**

Approve a Memorandum of Understanding with the Wapakoneta Education Association, which will amend the Collective Bargaining Agreement dated July 1, 2020, through June 30, 2023, in Article 10.07 related to employees' eligibility for the Attendance Incentive as a result of COVID-19 circumstances during the third and fourth quarters of the 2020-21 school year. (copy included in minutes)

Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **carried 5 – 0**.

**25-21** Member Brian Cossel moved, Member Gregg Ruppert seconded to approve the following item:



### **Employment of New Teacher**

Employ the following teacher for the 2021-22 school year on a one-year limited contract: CRAIG SAMMETINGER - Vocational Agriculture Instructor - High School - Masters Degree - Step 10 - \$67,230

Mr. Rex commented that Craig Sammetinger was in the audience tonight and he saw him speaking with Mr. Turner, probably getting some pointers. Craig has some big shoes to fill, but was a member of the FFA when he was a student here, so Mr. Rex knows he will do a great job. He then congratulated Craig.

Upon a roll call vote being taken, the vote was: Aye: **4** Nay: **0** Abstain: **1**. The motion **carried 4 – 0-1** with Willie Sammetinger abstaining.

### **MISCELLANEOUS**

**26-21** Member Willie Sammetinger moved, Member Ron Mertz seconded to approve the following item:

#### **Purchase of Real Estate**

Approve the purchase of approximately 8 acres of land located on Wapakoneta-Cridersville Road, Wapakoneta, OH, known as Parcel #7, in the amount of \$11,995.00 per acre, from Robert J. Metzger, Frank Lehmkuhle, Daniel J. Metzger, and Kathy A. Miller. (copy of agreement attached)

Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **carried 5 – 0**.

**27-21** Member Willie Sammetinger moved, Member Gregg Ruppert seconded to approve the following item:

#### **Lease of Property**

Lease Agreement and Option for Purchase of Real Estate - Approve an agreement to lease, with the option to purchase, approximately 9.123 acres of real estate located on Wapakoneta-Cridersville Road, Wapakoneta, from Robert J. Metzger, Frank Lehmkuhle, Daniel J. Metzger, and Kathy A. Miller. (copy of agreement attached)

Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **carried 5 – 0**.

### **ANNOUNCEMENTS**

The next regular meeting will be held on Tuesday, May 11, at 7:00 p.m. at the Board Office, 1102 Gardenia Drive.

### **HEARING OF THE PUBLIC**

Stephanie McDermitt spoke regarding the termination of Klayton Hilleary. She spoke in support of Mr. Hilleary's character and was supported by numerous band students and parents in the audience.

**EXECUTIVE SESSION**

**28-21** Member Willie Sammetinger moved, Member Gregg Ruppert seconded to adjourn to Executive Session at 7:59 p.m. for the following purpose: appointment or employment of public employee, official, licensee, or regulated individual, unless the public employee, official, licensee, or regulated individual requests a public hearing; with no action to be taken.

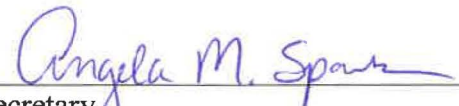
Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **carried 5 – 0**.

**ADJOURNMENT**

**29-21** Member Gregg Ruppert moved, Member Willie Sammetinger seconded to exit executive session and adjourn the meeting at 9:22 p.m.

Upon a roll call vote being taken, the vote was: Aye: **5** Nay: **0**. The motion **carried 5 – 0**.

  
\_\_\_\_\_  
President

  
\_\_\_\_\_  
Secretary

**FISCAL CERTIFICATE**

WAPAKONETA CITY SCHOOLS

The Treasurer, Board President, and Superintendent of Wapakoneta City Schools certify that the monies required to meet the obligations entered into by the Board of Education have been lawfully appropriated by the Board of Education, and are either in the Treasury of the Board or are in the process of being collected to the credit of the appropriate fund, free from any previous encumbrances, and the Board has in effect for the current fiscal year and the succeeding fiscal year the authorization to levy taxes including the renewal of existing levies which, when combined with the estimated revenue from all other sources available to the Board on the date of this certificate, are sufficient to provide the operating revenues necessary to enable the Board to operate an adequate educational program for all the days set forth in its adopted school calendar for the current year and in the succeeding fiscal year equal to the number of days instruction has been held and is scheduled in the current year. This also includes multi-year contracts. This certificate is given in compliance with Sections 5705.391, 5705.41, 5705.412, and 5705.44 of the Ohio Revised Code.

This certificate applies to each action item approved by the Board of Education during this meeting.

Date of Certificate: 4/27/21

Treasurer: Angela M. Spahr

Board President: JAD

Superintendent: A. M. Bee



***Respectful, Responsible, Safe  
#bebetter***

**NAME OF STUDENT: Rhori Frese**

**SCHOOL: Wapakoneta Middle School      GRADE: 5**

**REASONS FOR NOMINATION:**

**Rhori has made a couple of teachers cry this year. When we mean cry, we mean crying tears of Happiness and success! Rhori has made phenomenal progress this year, and continues to impress us daily!! Rhori's work ethic has improved tremendously while in 5th grade. Her teachers are impressed with her willingness to be more independent and her overall initiative to complete tasks to the best of her ability. We will continue to watch her in her years here at the middle school and look forward to hearing great things from her future teachers.**

**PARENTS/GUARDIANS:**

**Rhori is the daughter of:**

**Brittany Fritts  
328 WYANDOT ST  
CRIDERSVILLE, OH 45806  
(567) 242-9553**

**Mitchell Frese  
712 RADCLIFF RD.  
LIMA, OH 45806**

**STAFF SUBMITTING NOMINATION: Kim Mullen, Taryn Newman, Lloyd Sarasin,**



***Respectful, Responsible, Safe  
#bebetter***

**NAME OF STUDENT:** Aiden Kesler

**SCHOOL:** Wapakoneta Middle School      **GRADE:** 5

**REASONS FOR NOMINATION:**

We are pleased to nominate Aiden Kesler for the Board of Education student recognition. We have selected Aiden for many reasons. Since Aiden's first day of school, he has exemplified what it means to be a Respectful Redskin. Using common courtesy, being kind and polite to others are just a few of the many positive attributes he demonstrates daily.

Schoolwork does not always come easily for Aiden. However, he consistently completes his work on time, with a good attitude even when the work is challenging. Our motto, #bebetter, is something we see with Aiden in all of our classes as he perseveres through his work. We are very proud of him not only for his tremendous efforts, but his great character as well. He is a wonderful role model for his peers and a joy for his teachers.

Congratulations, Aiden, on this well deserved honor!

**PARENTS/GUARDIANS:**

Justin and Brianna Kesler  
109 East Benton Street  
Wapakoneta, OH

**STAFF SUBMITTING NOMINATION:** Mrs. Kohler, Mr. Rostorfer, Mrs. Sawmiller



**WAPAKONETA CITY SCHOOLS BOARD OF EDUCATION  
STUDENT RECOGNITION INTRODUCTION**  
*Empowering Every Student Everyday*

**NAME OF STUDENT:** Ella Thuman

**SCHOOL:** Wapakoneta Middle School

**GRADE:** 5

**BOARD OF EDUCATION MEETING:** April 2021

**REASONS FOR NOMINATION:**

Ella is a dedicated fifth grader who continually practices the Wapakoneta City Schools goal to #bebetter. She demonstrates considerate and respectful behavior when interacting with staff and peers. She is a leader and role model, and has a positive impact on her classmates. Ella also seems to know when an act of goodwill is needed, quietly putting others before herself. Ella takes on academic responsibilities effortlessly, and with a positive growth mindset. She avoids outside distractions and always gives her utmost effort, inside and outside of the classroom. She shows maturity that will serve her well into her certain bright future. Due to Ella's consistent behavior and positive attitude, personal best work ethic, and genuine kindness, we are proud to award her this honor.

**PARENTS/GUARDIANS:**

Ella is the daughter of:  
Matthew and Stephanie Thuman  
118 S. Wentz St.  
Wapakoneta, OH 45895

**STAFF SUBMITTING NOMINATION:** The Warriors Team  
Mrs. Stephens, Mrs. Wehner, Mrs. Otto, Mr. Kentner, Mr. Selover, and Mrs. Metzger



**WAPAKONETA CITY SCHOOLS BOARD OF EDUCATION**  
**STUDENT RECOGNITION INTRODUCTION**  
*Empowering Every Student Everyday*

**NAME OF STUDENT:** Erica Schneider

**SCHOOL:** Wapakoneta Middle School

**GRADE:** 6

**BOARD OF EDUCATION MEETING:** April 2021

**REASONS FOR NOMINATION:** The All Star team has chosen Erica Schneider as our student to be recognized by the Wapakoneta City Schools Board of Education. We feel that Erica has worked very hard throughout the school year and is most deserving of this award!

Erica is a student who quietly leads by example every day. She comes to class prepared to learn by being willing to take suggestions and use them to benefit her learning. Erica also works hard to complete her homework and can often be seen offering assistance to those around her. She is confident enough to ask for assistance when she feels she needs it, and she is very conscientious about using the help she has gotten. She does not let questions stop her from staying focused and continuing to work until she understands a new concept fully.

Erica has proven to be trustworthy. She quietly puts her best foot forward-even on those things she isn't too sure she wants to do. She is honest and reliable and encourages those qualities to shine in others. Erica is extremely tolerant of her peers' differences and can be heard encouraging those differences. She has certainly built a good reputation among her peers, which has earned her the respect of students and teachers alike.

Erica seems to always have a smile on her face and a kind word to share with her fellow classmates and teachers. She is easy to work with and our students know that about her, which makes her a popular pick for group work. Her good choices and willingness to "#bebetter" make her an easy choice for this recognition

Erica also strives to be better in her life outside of school by being involved in her 4H club, The Fryburg Happy Farmers and dance. She also enjoys spending time with her friends and family. She is a wonderful young lady who tries very hard to approach everything with drive and determination!

**PARENTS/GUARDIANS:** Kerri and Nick Schneider

**STAFF SUBMITTING NOMINATION:** Michelle Roediger, Jill Jarvis, Traci Turner, Nancy Rossman, and Jade Zartman





***Respectful, Responsible, Safe  
#bebetter***

**NAME OF STUDENT:** Ava Schneider

**SCHOOL:** Wapakoneta Middle School      **GRADE:** 6

**REASONS FOR NOMINATION:**

Ava has been an absolute delight to have in class this year. She is funny, incredibly personable, trustworthy and an excellent student. She consistently does all the things a good student is supposed to do, every single day. Her assignments are always completed well, and she is great about asking questions to clarify material when she needs it. The best thing about Ava, though, is her willingness to help. She gladly shares her own knowledge with her classmates in a way that is respectful and meaningful. Ava has a knack for breaking down material and guiding students to the answer in a way that they can understand. In all reality, she would make an excellent teacher one day. Ava is always looking for ways to help around the school and in all of her classrooms. She is always the first to volunteer to help out literally any way she can, and many times, she just takes care of things without us even asking. We greatly appreciate her and know that wherever life takes her, she will be leading the way!

Ava is an active and outstanding member of the Ambassador Club here at WMS and was a member of the 6th grade Quiz Bowl team this past winter. Ava is also very involved in dance at The Dance Centre. She does competition dance in jazz, tap and hip hop and also takes ballet and lyrical classes. Ava has a big bubbly personality and is really social, hanging out with her friends every weekend. She likes making Tik Tok videos and swimming at the Wapak Pool during the summer. Ava has four older siblings and one younger brother.

**PARENTS/GUARDIANS:**

Ava is the daughter of:      RONI AND DUSTIN MORGAN  
1715 WILDWOOD CT  
WAPAKONETA, OH 45895

**STAFF SUBMITTING NOMINATION:** Mrs. Adams, Mrs. Amstutz, and Mrs. Shafer



***Respectful, Responsible, Safe  
#bethebetter***

**NAME OF STUDENT:** Elijah Mosler

**SCHOOL:** Wapakoneta Middle School      **GRADE:** 6

**REASONS FOR NOMINATION:**

Elijah has shown an amazing commitment to his learning and to his role as a Wapakoneta Redskin! Elijah has excellent grades and is respected in our school by both staff and his peers. Along with his success in his academics he has shown tremendous leadership skills during class. We have witnessed him helping anyone who needs assistance with a question or learning a new skill.. He participates, asks questions, and shares his thoughts and ideas during our lessons and activities. Elijah is a great example of a student who puts forth tremendous effort and can adapt to these different and challenging times. We are happy to have Elijah as a part of the WMS community and we are excited for his future. Keep up the great work Elijah, we are proud to honor you with the Board Of Education Student Award!

**PARENTS/GUARDIANS:**

Elijah is the son of THADDEUS AND SARA MOSLER  
16615 SEITZ RD  
WAPAKONETA, OH 45895  
(937) 538-8029

**STAFF SUBMITTING NOMINATION:** Mrs. Steinke, Mrs. Truesdale, Mr. Wayman



***Respectful, Responsible, Safe  
#bebetter***

**NAME OF STUDENT:** Nikolas Hunter

**SCHOOL:** Wapakoneta Middle School      **GRADE:** 7

**REASONS FOR NOMINATION:**

Nik is a leader in and out of the classroom. He is the first to offer help when he notices another student struggling. He goes out of his way to make sure that everyone around him is caught up, and understands the lesson. Nik is actively engaged in class and never misses an opportunity to help his teachers. He is always prepared, consistently on time and faithful with his work even on cancelation days.

Nik also volunteers in several positions in the school. He is an office helper, a library helper, a member of the student council and still finds time to get all of his work done with excellence. As an office helper, he attends to various tasks such as running school wide errands, and getting teachers children off of the busses and to their parents in the building. As a library worker, Nik delivers the books that other students have put on hold, and returns their books to the library. Nik gives up his studyhall to help Mrs. Eaton with library duties. As a member of the student council, Nik helps plan events and fundraisers, and then communicates the details with his homeroom so that his classmates can participate. Nik has recently even taken up the responsibility of announcements in the morning and afternoon. In his freetime Nik plays track and football. He also enjoys watching football, riding his bike, and hanging out with family and friends. Nikolas Hunter is an exceptional example of what it means to be a Redskin, which is why we picked him for Board of Education recognition.

**PARENTS/GUARDIANS:**

Nik is the son/daughter of:

Thomas and Kristina Hunter  
215 ORANGE DR  
WAPAKONETA, OH 45895

**STAFF SUBMITTING NOMINATION:**

Mrs. Conkle, Mrs Ward, Ms. Wade, Mrs. Johns, Mr. Brown, and Mrs. Gesler



***Respectful, Responsible, Safe  
#bebetter***

**NAME OF STUDENT:** Chloe Fisher

**SCHOOL:** Wapakoneta Middle School      **GRADE:** 7

**REASONS FOR NOMINATION:** Chloe is conscientious about her school work. She advocates for her own learning and is not afraid to ask questions when a challenge is presented to her. She is always willing to work with and help peers assuming a leadership role. She comes to school every day with a positive attitude all while sporting a smile.

**PARENTS/GUARDIANS:**

Chloe is the daughter of John and Megan Fisher  
512 E. Main St.  
Cridersville, OH 45806

**STAFF SUBMITTING NOMINATION:** Laura Folger , Britteny Hendrickson and Kelly Maurer



***Respectful, Responsible, Safe  
#bebetter***

**NAME OF STUDENT:** Zach Fisher

**SCHOOL:** Wapakoneta Middle School      **GRADE:** 7

**REASONS FOR NOMINATION:** Zach is a very polite, considerate young man. He is a conscientious student, and puts effort into everything he does. He gets along with peers and teachers and has the ability to rise above much of the drama that students encounter in the middle school. He is able to keep up his grades while being involved in extra curriculars such as football and baseball. He also hunts, skis and fishes in his spare time. Zach is a well rounded individual and is a pleasure to have in class. This is one of the many reasons that we chose him as our board of education award winner. Congratulations Zach!

**PARENTS/GUARDIANS:** Nikki Fisher  
Scott and Sarah Fisher

**STAFF SUBMITTING NOMINATION:** Kitzmiller, Miller, Riffle



**Lori McKean Brace, Food Service Supervisor**

Wapakoneta High School  
1 Redskin Trail  
Wapakoneta, Ohio 45895  
(419) 739-2910  
FAX: (419) 739 – 5306

March 29, 2021

WCS Food Service Golden Plate Award 2021

All WCS Cafeterias earned the Golden Plate Award given out by the Auglaize County Health Department.

Please recognize the food service managers, assistant managers and food service workers for the hard work and dedication they put forth each day to serve students and staff healthy, safe and delicious meals.

Cafeterias are clean, organized and all food codes are followed. Managers and assistant managers are ServSafe certified in food protection. Food service workers are given training each year on food safety. Strict safety and cleaning procedures are followed to keep food safe and sanitary.

The custodians that clean the kitchens and cafeterias and maintenance staff also need recognized for their hard work to keep these areas clean and maintained.

Food Service has achieved the award since it was made available in 2018.

This is the fourth consecutive year food service has received the Golden Plate Award.

Thank you,

**Lori McKean Brace**

Lori McKean Brace



**AUGLAIZE COUNTY**  
HEALTH DEPARTMENT

*prevent. promote. protect.*

February 11, 2021

Wapakoneta High School  
1 W Redskin Trail  
Wapakoneta, Ohio 45895

Dear Sirs:

The Auglaize County Board of Health would like to congratulate you and your food service operation for completing the requirements associated with our "Gold Plate" award. Scores of 90% or better are needed to earn this award and your facility achieved an average score of 99 during the 2020 licensing year.

Scores of 90% and above are difficult to earn and represent a lot of hard work and dedication to food safety by your staff, management and ownership. The Board of Health will formally recognize your achievement at the April 13, 2021, 8:30 AM meeting here at the health department. With the Covid-19 Pandemic continuing, we will not be inviting recipients to attend the board meeting this year.

The health department will be providing you with a certificate and a window sticker that you may display at your place of business and will provide the media with a press release that includes a list of the food services that won the "Gold Plate" award.

If you have any questions or plan on attending the Board of Health meeting please feel free to contact me at 419-738-3410.

Congratulations,

Curt Anderson RS, EHD  
Auglaize County Health Department  
813 Defiance St.  
Wapakoneta, Ohio 45895





**AUGLAIZE COUNTY**  
HEALTH DEPARTMENT  
*prevent. promote. protect.*

February 11, 2021

Wapakoneta Middle School  
400 W Harrison St.  
Wapakoneta, Ohio 45895

Dear Sirs:

The Auglaize County Board of Health would like to congratulate you and your food service operation for completing the requirements associated with our "Gold Plate" award. Scores of 90% or better are needed to earn this award and your facility achieved an average score of 95 during the 2020 licensing year.

Scores of 90% and above are difficult to earn and represent a lot of hard work and dedication to food safety by your staff, management and ownership. The Board of Health will formally recognize your achievement at the April 13, 2021, 8:30 AM meeting here at the health department. With the Covid-19 Pandemic continuing, we will not be inviting recipients to attend the board meeting this year.

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Congratulations,

Curt Anderson RS, EHD  
Auglaize County Health Department  
813 Defiance St.  
Wapakoneta, Ohio 45895



**AUGLAIZE COUNTY**  
HEALTH DEPARTMENT

*prevent. promote. protect.*

February 11, 2021

Cridersville Elementary  
501 Reichelderfer Rd  
Cridersville, Ohio 45806

Dear Sirs:

The Auglaize County Board of Health would like to congratulate you and your food service operation for completing the requirements associated with our "Gold Plate" award. Scores of 90% or better are needed to earn this award and your facility achieved an **average score of 99 during the 2020 licensing year.**

Scores of 90% and above are difficult to earn and represent a lot of hard work and dedication to food safety by your staff, management and ownership. The Board of Health will formally recognize your achievement at the April 13, 2021, 8:30 AM meeting here at the health department. With the Covid-19 Pandemic continuing, we will not be inviting recipients to attend the board meeting this year.

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If you have any questions or plan on attending the Board of Health meeting please feel free to contact me at 419-738-3410.

Congratulations,

Curt Anderson RS, EHD  
Auglaize County Health Department  
813 Defiance St.  
Wapakoneta, Ohio 45895



**AUGLAIZE COUNTY**  
HEALTH DEPARTMENT

*prevent. promote. protect.*

February 11, 2021

Wapakoneta Elementary School  
900 N Blackhoof St.  
Wapakoneta, Ohio 45895

Dear Sirs:

The Auglaize County Board of Health would like to congratulate you and your food service operation for completing the requirements associated with our "Gold Plate" award. Scores of 90% or better are needed to earn this award and your facility achieved an average score of 95 during the 2020 licensing year.

Scores of 90% and above are difficult to earn and represent a lot of hard work and dedication to food safety by your staff, management and ownership. The Board of Health will formally recognize your achievement at the April 13, 2021, 8:30 AM meeting here at the health department. With the Covid-19 Pandemic continuing, we will not be inviting recipients to attend the board meeting this year.

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If you have any questions or plan on attending the Board of Health meeting please feel free to contact me at 419-738-3410.

Congratulations,

Curt Anderson RS, EHD  
Auglaize County Health Department  
813 Defiance St.  
Wapakoneta, Ohio 45895



**CURRICULUM MAP TEMPLATE**

Teacher: Courter/Stlger

Grade: 10

Course: Career Planning Year: 2021-22

The course is built on approximately 52 instructional days built on lessons and units developed at the CAREERwise Curriculum in consortium with local school districts and AMBE. Additional units may be added at the teacher's discretion once these are completed.

Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
5 days	Who are you?	<p><b><u>Getting to Know Ourselves</u></b></p> <ul style="list-style-type: none"> <li>Students will find their personality strengths and weaknesses to help them understand themselves.</li> <li>Students will understand the values they may have for themselves, and how those values can impact their future employment.</li> </ul>	<p><b>Formative:</b> At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p><b>Summative:</b> At the end of the unit they evaluate their success on goals.</p>	<ul style="list-style-type: none"> <li>Learning Agility – The student desires to continuously learn new information and skills.</li> <li>Work Ethic – The student has effective work habits, personal accountability and determination to succeed.</li> <li>Oral and Written Communications – The student articulates thoughts and ideas clearly and effectively in written and oral forms.</li> </ul>	Refer to lessons in Google Classroom Master Class
Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
13 days	How do my personal attributes translate to my future career?	<p><b><u>Career Cluster</u></b></p> <ul style="list-style-type: none"> <li>Students will become familiar with the 16 Career Clusters.</li> <li>Students will research and present information on various career clusters.</li> <li>The students will complete a Career Cluster Inventory.</li> <li>The students will research and present information on various career clusters.</li> </ul>	<p><b>Formative:</b> At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p><b>Summative:</b> At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- How do my personal attributes</p>	<ul style="list-style-type: none"> <li>Creativity/Innovation – The student is original and inventive. He or she communicates new ideas to others, drawing on knowledge from different fields to find solutions.</li> <li>Oral and Written Communications – The student articulates thoughts and ideas clearly and effectively in written and oral forms.</li> </ul>	Refer to lessons in Google Classroom Master Class



			translate to my future career?		
Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
5 days	How does setting goals drive who you will become?	<p><b><u>Goal Setting and Career Assessment</u></b></p> <ul style="list-style-type: none"> <li>Students will understand the purpose of a goal and how it is linked to their future success.</li> <li>Students will explore various types of values that they may have themselves, and how their values can impact their future employment.</li> <li>Students will find their personality strengths and light it with a career assessment.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- How does setting goals drive who you will become?</p>	<ul style="list-style-type: none"> <li>Work Ethic – The student has effective work habits, personal accountability and a determination to succeed.</li> <li>Critical Thinking/Problem Solving – The student exercises strong decision-making skills, analyzes issues effectively and thinks creatively to overcome problems.</li> <li>Oral and Written Communications – The student articulates thoughts and ideas clearly and effectively in written and oral forms.</li> <li>Career Management – The student is a self-advocate. He or she articulates strengths, knowledge and experiences relevant to success in a job or postsecondary education.</li> </ul>	Refer to lessons in Google Classroom Master Class
Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
5 days	How do you want people to perceive you?	<p><b><u>Developing Your Brand</u></b></p> <ul style="list-style-type: none"> <li>Students understand what branding is, what personal branding is and how it affects employability, employment retention, college admissions, and scholarship awards.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p>	<ul style="list-style-type: none"> <li>Punctuality – The student arrives at commitments on time and ready to contribute.</li> <li>Discipline – The student abides by guidelines, demonstrates self-control and stays on task.</li> </ul>	Refer to lessons in Google Classroom Master Class



			Short Answer- How do you want people to perceive you?		
<b>28 days</b>	What steps do I need to take to prepare for the job hunting process?	<p style="text-align: center;"><b><u>Employability</u></b></p> <ul style="list-style-type: none"> <li>• Discuss important items to include in a resume and cover letter.</li> <li>• Learn how to properly format a resume and cover letter.</li> <li>• Prepare for a job interview.</li> <li>• Learn the importance of a thank you letter.</li> <li>• Learn how to format a thank you letter.</li> <li>• Define and demonstrate soft skills.</li> <li>• Explore careers through job shadowing (career class only learns to construct the request, job shadowing happens in WIN program).</li> <li>• Understand the importance of ethical behavior.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- What steps do I need to take to prepare for the job hunting process?</p>	<ul style="list-style-type: none"> <li>• Reliability – The student has integrity and responsibility in professional settings.</li> <li>• Work Ethic – The student has effective work habits, personal accountability and determination to succeed.</li> <li>• Punctuality – The student arrives at commitments on time and ready to contribute.</li> <li>• Discipline – The student abides by guidelines, demonstrates self-control and stays on task.</li> <li>• Professionalism – The student demonstrates honesty. He or she dresses and acts appropriately and responsibly. He or she learns from mistakes.</li> <li>• Oral and Written Communications – The student articulates thoughts and ideas clearly and effectively in written and oral form</li> </ul>	Refer to lessons in Google Classroom Master Class
<b>Timeframe</b>	<b>Essential Questions</b>	<b>Content/Unit</b>	<b>Assessments Formative (F) and Summative (S)</b>	<b>Standard(s)</b>	<b>Resources</b>
<b>7 days</b>	How is your paycheck calculated and how do you manage that money?	<p style="text-align: center;"><b><u>Personal Finance</u></b></p> <ul style="list-style-type: none"> <li>• Students understand the components of personal finance; compensation, payroll deductions, W2, W4, budgeting and banking.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p>	<ul style="list-style-type: none"> <li>• Work Ethic – The student has effective work habits, personal accountability and a determination to succeed.</li> <li>• Career Management – The student is a self-advocate. He or she articulates strengths, knowledge and</li> </ul>	Refer to lessons in Google Classroom Master Class



			<p>Summative: At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- How is your paycheck calculated and how do you manage that money?</p>	<p>experiences relevant to success in a job or postsecondary education.</p>	
Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
2 days	What does it mean to be a collaborative worker?	<p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li>Students will promote flexibility, nonverbal communication, negotiation and cooperation amongst team members and other teams.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- What does it mean to be a collaborative worker?</p>	<ul style="list-style-type: none"> <li>Teamwork/Collaboration – The student builds collaborative relationships with others and can work as part of a team.</li> <li>Leadership – The student leverages the strengths of others to achieve common goals. He or she coaches and motivates peers and can prioritize and delegate work.</li> </ul>	Refer to lessons in Google Classroom Master Class
Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
7 days	What is your plan for preparing for a career?	<p><b>After Graduation</b></p> <ul style="list-style-type: none"> <li>Students will understand after high-school options, explore the benefits companies have to offer, how to become involved, and learn how to cope with stress and anxiety.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative:</p>	<ul style="list-style-type: none"> <li>Global/Intercultural Fluency – The student values, respects and learns from diverse groups of people.</li> <li>Career Management – The student is a self-advocate. He or she articulates strengths, knowledge and experiences relevant to success in a job or postsecondary education.</li> </ul>	Refer to lessons in Google Classroom Master Class



			At the end of the unit they evaluate their success on goals.  Short Answer-What is your plan for preparing for a career?		
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**SEAL SIGNATURE REQUIREMENTS:**

- School Signature
  - Career Teacher
    - Students will not receive the signature if he/she fails the class.
- Work Signature
  - WIN Program – Laura Mears
  - Work Study Program – Laura Mears
  - Apollo – Program Teacher/Advisor
    - Students will not receive the signature if he/she fails the lab class in correlation with the Apollo program requirements.
- Community Signature
  - Volunteer Work Advisor
  - Interviewers from Career Class Mock Interviews.
  - Club Advisor (must be skills observed between grades 9-12)



# Five Things to Know about the OhioMeansJobs-Readiness Seal

The OhioMeansJobs-Readiness Seal is a way to demonstrate you have the professional skills needed to succeed in college, a career and life. Here are the top five things to know.

## The OhioMeansJobs-Readiness Seal:



**1. ...is something to brag about.**

The OhioMeansJobs-Readiness Seal can be an addition to your college applications or resume. It shows you have a set of 15 professional skills that employers and colleges are looking for in applicants.



**2. ...helps you stand out in the crowd.**

The OhioMeansJobs-Readiness Seal gives you an advantage when you apply for jobs or colleges. Many Ohio businesses and colleges recognize the OhioMeansJobs-Readiness Seal and know that candidates with the seal already have a basic set of professional skills that lead to success. Read more about what businesses are saying about the seal.



**3. ...helps you make connections.**

To earn the OhioMeansJobs-Readiness Seal, three trusted adults, or mentors, certify you demonstrate the required skills. You can find mentors at school, a work environment or in the community. Teachers, coaches, club advisors, youth group leaders and job or internship supervisors all are potential mentors. Having a strong relationship with your mentors can help you form a professional network that could benefit you in life after high school.



**4. ...recognizes the work you already are doing.**

If you are involved in school activities, your community or a work experience, you're probably already doing the required work to earn the seal. For example, if you are in the marching band, you could ask the band instructor to be your mentor. Your band instructor might certify that you demonstrate punctuality (one of the professional skills) because you arrive on time to practices and performances.



**5. ...lets you take charge.**

You don't have to wait on parents and teachers to earn the OhioMeansJobs-Readiness Seal. You can take charge and begin on your own. To get started, read the details about the OhioMeansJobs-Readiness Seal, download the validation form, find your three mentors and provide them with the mentor resources. It's also important to tell your school counselor and principal you are working to earn the OhioMeansJobs-Readiness Seal.



~~3. **Military Readiness** – Competency can be achieved by meeting the requirements to enlist in the military, as demonstrated by a contract with the military to enlist upon graduation.~~

~~\*State law directs the Department, in consultation with the chancellor of the Ohio Department of Higher Education and the Governor’s Office for Workforce Transformation, to set the competency score for the English language arts II and algebra I tests by March 1, 2020.~~

~~Note: For any students receiving special education and related services under Ohio Revised Code Chapter 3323, the individualized education program specifies the manner in which the student will participate in the assessments for the purpose of demonstrating competency. More information is forthcoming.~~

### Demonstrating Readiness

In addition to fulfilling curriculum requirements and earning the competency requirements listed above, students also must show they are prepared for college or careers.

Ohio law created 12 seals for students to demonstrate academic, technical and professional readiness for careers, college, the military or self-sustaining professions. Each seal allows students to demonstrate knowledge and skills essential for future success.

Students will demonstrate readiness **by earning at least two diploma seals, one of which must be state defined**. Seals help students develop an array of critical skills that are valuable to them as they transition to the next steps after high school.

State-Defined Diploma Seal*	Requirements
<u>OhioMeansJobs Readiness Seal</u>	Meet the requirements and criteria established for the readiness seal, including demonstration of work-readiness and professional competencies.
<u>State Seal of Biliteracy</u>	Meet the requirements and criteria, including proficiency requirements on assessments in a world language and English.
Industry-Recognized Credential Seal	Earn an approved industry-recognized credential that is aligned to a job considered in demand in this state and its regions. (More information is forthcoming.)
College-Ready Seal	Earn remediation-free scores on the ACT or SAT. Current remediation-free scores can be found <a href="#">here</a> .
Military Enlistment Seal	Provide evidence that a student has enlisted in a branch of the U.S. Armed Forces; or Participate in an approved JROTC program. (More information is forthcoming.)



State-Defined Diploma Seal*	Requirements
	<p>or school is not required to offer a course that meets those guidelines.)</p> <p>(More information is forthcoming.)</p>
Locally Defined Diploma Seals**	Requirements
<p>Community Service Seal (locally defined)</p>	<p>Complete a community service project aligned with the guidelines adopted by the student's local board of education or school governing authority.</p>
<p>Fine and Performing Arts Seal (locally defined)</p>	<p>Demonstrate skill in the fine or performing arts according to an evaluation aligned with guidelines adopted by the student's local board of education or school governing authority.</p>
<p>Certified Student Engagement Seal (locally defined)</p>	<p>Participate in extracurricular activities such as athletics, clubs or student government to a meaningful extent, as determined by guidelines adopted by the student's local board of education or school governing authority.</p>

**\*\*State law requires districts and schools to develop guidelines for at least one of the locally defined diploma seals.**

**AWARDING DIPLOMA SEALS – NEW**

State law specifies that districts and schools must attach or affix the diploma seals students earn to their diplomas and transcripts. The Department is working to identify a process and mechanism for attaching or affixing seals to diplomas and transcripts. More information related to diploma seals will be provided by spring 2020.

## **Superintendent Report for Meeting**

**Aaron Rex**

**4/27/21**

- Wapakoneta City Schools partnered with Mercy Health to offer the Pfizer vaccine at WHS. We were able to vaccinate 48 individuals. This was a convenient way for us to vaccinate any of our students ages 16-18 who were interested. Thank you again to Mercy Health and our school nurse for making it happen!
- We continue to see success stories from our internship program. I have talked with Laura Mears about showcasing these students in their workplaces and any employment that comes out of it.
- Carrie Knoch and I were able to meet with all of our first and second year teachers. It was good to see how they are progressing through the year. These new staff members have faced many challenges that new teachers have not had to deal with in the past, and have done an exceptional job!
- Our students have been involved in state testing at the elementary, middle school, and high school. I want to encourage them and thank them for their efforts. Also a big thank you to our teachers and testing coordinators for preparing them for these challenging tests.
- As we approach the last month of school there are many activities for our kids to enjoy. We are excited about the field trips, prom, graduation, spring sports, and more. Our goal this year has been to provide as many opportunities as we can under the circumstances, and I am proud of our students and our staff. Every time I am out in the community, I hear stories in regard to being in school and how much more meaningful it has been to be with them every day.

# WAPAKONETA CITY SCHOOLS

## Monthly Activity Report-Mike Watt, Director of Operations

April 23, 2021

- Still working with adjusters and contractors to get the restroom fire started and completed.
- Lights have been installed at the football/track for the grandstand and north end of the track. Soccer lights are being installed next week. Received donations from The Glen Miller Family (\$5,000) and the Wapakoneta Athletic Boosters (\$60,000) over 4 years.)
- The WMS HVAC design build project for the second floor has the Request for Qualifications posted. This is part of the ESSER funding. We will review the contractors
- Met with our LMC. Very limited issues. I have spoken with Robin Standley to setup dates and location for WCA negotiations.
- ERATE category 2 funding has been approved and finalized
- Attended sporting events. Tennis and track
- Copier Paper order is completed. CPG won the bid. Sam, Friends were the other two that provided pricing.
- Bus drivers have been great transporting the students in this weather.
- Worked with the MS for security upgrades, (Cameras). Also, worked with OVIS to provide a quote to update our door security modules and software. The server on year 11, and so are the controllers.
- Met with a couple of interested businesses for potential advertising at some of our venues.

Thanks,  
Mike

4/27/2021

**-KINDERGARTEN 2021/22-**

Traditionally, students were tested prior to Kindergarten. This left families with the feeling that sometimes their child wasn't eligible for Kindergarten. We feel strongly that a child's first experience with school shouldn't be a series of tests. Several years ago we set out to make "screening" a better experience by eliminating a lot of the tests. Now, we'd like to take one more step and eliminate all academic tests. Instead, screening will become more of an orientation for families where incoming kindergarten students and their grownups can experience what kindergarten will be like. We intend this to be a very low key, fun experience for all.

This year screening will take place on the following dates and locations:

Tuesday June 1 from 12:30-7 - intended for students attending Cridersville Elementary

Wednesday June 2 and Thursday June 3 from 11:30-7 - intended for students attending Wapakoneta Elementary

# KINDERGARTEN ~~SCREENING~~ SNAPSHOT



Traditionally, students were tested prior to Kindergarten. This left families with the feeling that sometimes their child wasn't eligible for Kindergarten. We feel strongly that a child's first experience with school shouldn't be a series of tests. Several years ago we set out to make "screening" a better experience by eliminating a lot of the tests. Now, we'd like to take one more step and eliminate all academic tests. Instead, screening will become more of an orientation for families where incoming kindergarten students and their grownups can experience what kindergarten will be like. We intend this to be a very low key, fun experience for all.

This year screening will take place on the following dates and locations:

Tuesday June 1 from 12:30-7 - intended for students attending Cridersville Elementary  
Wednesday June 2 and Thursday June 3 from 11:30-7 - intended for students attending Wapakoneta Elementary

Following completion of Kindergarten registration families will be contacted via email regarding an appointment time during one of the above dates.

Questions regarding Kindergarten Snapshot? Please contact Carrie Knoch at 419-739-5064 or [knocca@wapak.org](mailto:knocca@wapak.org)





### **-STATE TESTING-**

State testing is going well. There have been a few minor hiccups, but nothing major. Considering we didn't test last year, it's really gone quite well.

### **-CURRICULUM-**

We have made plans to align the Career Planning course to the requirements for earning the "Ohio Means Jobs" graduation seal. This would mean that most of the students would earn the Ohio Means Jobs Seal. Not only would that be great in terms of graduation requirements, it would be even better for preparing for the workforce. The Curriculum Map is attached. We would like to discuss it at the April Meeting and then ask for it to be Board Approved in May.

We have solidified our plans for Reading Intervention. We are currently completing the ordering of materials, making staffing adjustments, and planning for professional development over the summer and in the fall.

### **-SUMMER SCHOOL-**

Materials for Summer School have been ordered and Professional development plans have been made. We currently have about 120 students that have committed to attend. I anticipate that we will have at least 200 in the end. We also currently have about 30 students that will also participate in the Y Summer Day Camp when not at our Summer School/Camp #bebetter. We've partnered with the Y to provide this free of charge to families using a combination of Y Scholarship Money and our Health and Wellness Grant Funds.

### **-PRESCHOOL-**

We will be sending approximately 75 preschoolers to our Kindergarten Classrooms next year. Please join us in celebrating this class at their "graduation ceremonies". WES preschoolers will have a ceremony at WES on May 26 at 5-5:30 pm (for the AM Class) and 5:45-6:15 pm (for the PM Class). CES preschoolers' ceremony will be at their Family Picnic on May 25 (times TBA).

**CURRICULUM MAP TEMPLATE**

Teacher: Courter/Stiger

Grade: 10

Course: Career Planning Year: 2021-22

The course is built on approximately 52 instructional days built on lessons and units developed at the CAREERwise Curriculum in consortium with local school districts and AMBE. Additional units may be added at the teacher's discretion once these are completed.

Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
5 days	Who are you?	<p><b><u>Getting to Know Ourselves</u></b></p> <ul style="list-style-type: none"> <li>Students will find their personality strengths and weaknesses to help them understand themselves.</li> <li>Students will understand the values they may have for themselves, and how those values can impact their future employment.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p>	<ul style="list-style-type: none"> <li>Learning Agility – The student desires to continuously learn new information and skills.</li> <li>Work Ethic – The student has effective work habits, personal accountability and determination to succeed.</li> <li>Oral and Written Communications – The student articulates thoughts and ideas clearly and effectively in written and oral forms.</li> </ul>	Refer to lessons in Google Classroom Master Class
Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
13 days	How do my personal attributes translate to my future career?	<p><b><u>Career Cluster</u></b></p> <ul style="list-style-type: none"> <li>Students will become familiar with the 16 Career Clusters.</li> <li>Students will research and present information on various career clusters.</li> <li>The students will complete a Career Cluster Inventory.</li> <li>The students will research and present information on various career clusters.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- How do my personal attributes</p>	<ul style="list-style-type: none"> <li>Creativity/Innovation – The student is original and inventive. He or she communicates new ideas to others, drawing on knowledge from different fields to find solutions.</li> <li>Oral and Written Communications – The student articulates thoughts and ideas clearly and effectively in written and oral forms.</li> </ul>	Refer to lessons in Google Classroom Master Class

Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
5 days	How does setting goals drive who you will become?	<p><b><u>Goal Setting and Career Assessment</u></b></p> <ul style="list-style-type: none"> <li>Students will understand the purpose of a goal and how it is linked to their future success.</li> <li>Students will explore various types of values that they may have themselves, and how their values can impact their future employment.</li> <li>Students will find their personality strengths and light it with a career assessment.</li> </ul>	<p>translate to my future career?</p> <p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- How does setting goals drive who you will become?</p>	<ul style="list-style-type: none"> <li>Work Ethic – The student has effective work habits, personal accountability and a determination to succeed.</li> <li>Critical Thinking/Problem Solving – The student exercises strong decision-making skills, analyzes issues effectively and thinks creatively to overcome problems.</li> <li>Oral and Written Communications – The student articulates thoughts and ideas clearly and effectively in written and oral forms.</li> <li>Career Management – The student is a self-advocate. He or she articulates strengths, knowledge and experiences relevant to success in a job or postsecondary education.</li> </ul>	Refer to lessons in Google Classroom Master Class
Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
5 days	How do you want people to perceive you?	<p><b><u>Developing Your Brand</u></b></p> <ul style="list-style-type: none"> <li>Students understand what branding is, what personal branding is and how it affects employability, employment retention, college admissions, and scholarship awards.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p>	<ul style="list-style-type: none"> <li>Punctuality – The student arrives at commitments on time and ready to contribute.</li> <li>Discipline – The student abides by guidelines, demonstrates self-control and stays on task.</li> </ul>	Refer to lessons in Google Classroom Master Class

			Short Answer- How do you want people to perceive you?		
<b>28 days</b>	What steps do I need to take to prepare for the job hunting process?	<p style="text-align: center;"><b><u>Employability</u></b></p> <ul style="list-style-type: none"> <li>● Discuss important items to include in a resume and cover letter.</li> <li>● Learn how to properly format a resume and cover letter.</li> <li>● Prepare for a job interview.</li> <li>● Learn the importance of a thank you letter.</li> <li>● Learn how to format a thank you letter.</li> <li>● Define and demonstrate soft skills.</li> <li>● Explore careers through job shadowing (career class only learns to construct the request, job shadowing happens in WIN program).</li> <li>● Understand the importance of ethical behavior.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- What steps do I need to take to prepare for the job hunting process?</p>	<ul style="list-style-type: none"> <li>● Reliability – The student has integrity and responsibility in professional settings.</li> <li>● Work Ethic – The student has effective work habits, personal accountability and determination to succeed.</li> <li>● Punctuality – The student arrives at commitments on time and ready to contribute.</li> <li>● Discipline – The student abides by guidelines, demonstrates self-control and stays on task.</li> <li>● Professionalism – The student demonstrates honesty. He or she dresses and acts appropriately and responsibly. He or she learns from mistakes.</li> <li>● Oral and Written Communications – The student articulates thoughts and ideas clearly and effectively in written and oral form</li> </ul>	Refer to lessons in Google Classroom Master Class
<b>Timeframe</b>	<b>Essential Questions</b>	<b>Content/Unit</b>	<b>Assessments Formative (F) and Summative (S)</b>	<b>Standard(s)</b>	<b>Resources</b>
<b>7 days</b>	How is your paycheck calculated and how do you manage that money?	<p style="text-align: center;"><b><u>Personal Finance</u></b></p> <ul style="list-style-type: none"> <li>● Students understand the components of personal finance; compensation, payroll deductions, W2, W4, budgeting and banking.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p>	<ul style="list-style-type: none"> <li>● Work Ethic – The student has effective work habits, personal accountability and a determination to succeed.</li> <li>● Career Management – The student is a self-advocate. He or she articulates strengths, knowledge and</li> </ul>	Refer to lessons in Google Classroom Master Class

			<p>Summative: At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- How is your paycheck calculated and how do you manage that money?</p>	<p>experiences relevant to success in a job or postsecondary education.</p>	
Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
2 days	What does it mean to be a collaborative worker?	<p><b><u>Working with Others</u></b></p> <ul style="list-style-type: none"> <li>Students will promote flexibility, nonverbal communication, negotiation and cooperation amongst team members and other teams.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- What does it mean to be a collaborative worker?</p>	<ul style="list-style-type: none"> <li>Teamwork/Collaboration – The student builds collaborative relationships with others and can work as part of a team.</li> <li>Leadership – The student leverages the strengths of others to achieve common goals. He or she coaches and motivates peers and can prioritize and delegate work.</li> </ul>	Refer to lessons in Google Classroom Master Class
Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
7 days	What is your plan for preparing for a career?	<p><b><u>After Graduation</u></b></p> <ul style="list-style-type: none"> <li>Students will understand after high-school options, explore the benefits companies have to offer, how to become involved, and learn how to cope with stress and anxiety.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative:</p>	<ul style="list-style-type: none"> <li>Global/Intercultural Fluency – The student values, respects and learns from diverse groups of people.</li> <li>Career Management – The student is a self-advocate. He or she articulates strengths, knowledge and experiences relevant to success in a job or postsecondary education.</li> </ul>	Refer to lessons in Google Classroom Master Class

			<p>At the end of the unit they evaluate their success on goals.</p> <p>Short Answer-What is your plan for preparing for a career?</p>		
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**SEAL SIGNATURE REQUIREMENTS:**

- School Signature
  - Career Teacher
    - Students will not receive the signature if he/she fails the class.
- Work Signature
  - WIN Program – Laura Mears
  - Work Study Program – Laura Mears
  - Apollo – Program Teacher/Advisor
    - Students will not receive the signature if he/she fails the lab class in correlation with the Apollo program requirements.
- Community Signature
  - Volunteer Work Advisor
  - Interviewers from Career Class Mock Interviews.
  - Club Advisor (must be skills observed between grades 9-12)

**Wapakoneta High School**

1 West Redskin Trail

Wapakoneta, OH 45895-9377

**Phone:** 419-739-5200**Fax:** 419-739-5305**Guidance Office:** 419-739-5201**[www.wapak.org](http://www.wapak.org)**

Scott J. Minnig, Principal

419-739-5200

Douglas R. Selvey, Asst. Principal

419-739-5208

Bradley R. Rex, Ath. Administrator

419-739-5204

**Wapakoneta Virtual School Grades 8-12**

- We currently have 132 students enrolled into virtual school as of Monday April 19<sup>th</sup>.
- We currently have 24 Seniors, 22 Juniors, 34 Sophomores, 23 Freshman and 29 Eighth Graders enrolled into virtual school as of Monday April 16<sup>th</sup>.
- We currently have 642 classes active at this time.
- We have 18 honors classes being taken at this time.
- We are currently serving 12 students on an IEP or 504 plan.
- We continue to make communication a priority with our students. We have made contacts home via email or phone conversations.
- We continue to contact parents to update them about their child's progress and grades. Parents have the ability to receive a weekly progress report if they provided us an email address.
- Our guidance department receives weekly progress updates on all virtual school students and has been very active in communicating with families.



## **Wapakoneta High School**

1 West Redskin Trail

Wapakoneta, OH 45895-9377

**Phone:** 419-739-5200

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**Guidance Office:** 419-739-5201

**www.wapak.org**



Scott J. Minnig, Principal

419-739-5200

Douglas R. Selvey, Asst. Principal

419-739-5203

Bradley Rex, Athl. Administrator

419-739-5204

4-27-2021

### **Wapakoneta High School Board Report:**

I would like to thank the Board of Education for its commitment to our newly developed careers internship program. In her first year in the position, Laura Mears has done an outstanding job helping our seniors discover what they want to do for their future careers. As our current seniors share their success stories with our younger students, I can only see this program growing.

Tanner Schroeder is an excellent example of one of the program's success stories. Tanner originally planned to attend college in Indiana at a cost of 40K a year with a goal of becoming an electrical engineer. Mrs. Mears encouraged him to visit and apply to GROB in Bluffton. He completed the interview process and was hired. Instead of attending college and accumulating a lot of debt, he will be earning \$15/hr, 401K match, 100% insurance. Tanner will also earn his associate's degree from Rhodes State College for free.

Another example of the program's success is Alex Eisert. At the beginning of the year, Alex knew he didn't want to attend college, and he also knew that his future included him becoming a welder. Mrs. Mears placed him in a few different job experiences throughout the year and each employer wanted to hire him right away because Alex is such a great worker. While working at Koenig in Botkins, Alex realized that he loves working on the large, heavy equipment. With that discovery, Alex is now planning on attending UNOH where he will earn his associate's degree in Ag equipment technology. Koenig also plans to reimburse Alex for his associate's degree.

As I mentioned earlier this year, we have also created two new pre-apprenticeship programs: STNA and Agriculture. These pre-apprenticeships were started to help students who struggle with earning 18 points on the end-of-course exams to graduate. In the fall, seven students completed the STNA program, and two of these students will now be able to graduate with their class of 2021. During the spring, eight students joined the STNA program and they will complete it this May.

These wonderful opportunities are available for our students, thanks to the extremely dedicated people that want to help them discover their future careers. Without dedicated people willing to help our students, success stories like Tanner Schroeder's and Alex Eisert's would not be possible and the two students from the STNA program may not be graduating with their class this May. Again, I want to thank the Board for their continued commitment toward the careers internship program. Our students are already benefitting from your willingness to invest in their futures.

Scott Minnig  
Principal



Will Snyder, Principal

Nikki Sutton, Assistant Principal

# WAPAKONETA MIDDLE SCHOOL

400 W Harrison St

Wapakoneta, OH 45895

419-739-5100

## Middle School

April 27, 2021

### Updates:

**A Month of Testing:** Students and teachers have worked extremely hard to prepare for the state's standardized tests. Teachers have used their formative testing results with their curriculum maps to make sure that all the standards for the classes have been taught and, in some cases, retaught, if need be. I would like to commend the students for how hard they have worked so far on the tests that began April 13.

**Celebrating Student Achievement:** April is the month in which the board of education recognizes one student from each team at WMS. These students demonstrate everything that is great about the middle school and truly try to be better every day. They are respectful, responsible, and safe. Congratulations to Rhuri Frese, Aiden Kesler, Ella Thuman, Erica Schneider, Ava Schneider, Elijah Mosler, Nikolas Hunter, Chloe Fisher, and Zach Fisher for receiving this reward.

**Handbook Changes for 2021/2022 School Year:** The changes to our handbook are very subtle as we made significant changes last year. "Slides" were clarified within our dress code. We also changed our after-school detention days to Tuesdays and Fridays.

### **Other INFO:**

- We celebrate our office staff members this week. We are truly grateful for their dedication to the students, staff, family members, and community members who walk through the doors of WMS!
- WMS received a donation of \$200 from the family of the late Sue Ellen Kohler. The donation was made in her memory and was earmarked for the weekend meals.
- Approximately 60 students took advantage of our 6th grade immunization clinic on site at WMS. It was hosted by the Auglaize County Health Department.
- WMS PTO purchased a shirt for every student at WMS as well as any staff member that wished to have one.

## **Upcoming Events:**

May 3, 2021 - 5th - 7th Band Concert

May 4, 2021 - 6th Field Trip, Ohio Caverns, Jarvis/Turner/Roediger

May 5, 2021 - 6th Field Trip, Ohio Caverns, Shafer/Adams/Amstutz

May 6, 2021 - 6th Field Trip, Ohio Caverns, Truesdale/Steinke/Wayman

May 5-7, 2021 - Scholastic Book Fair, Library, BOGO

May 7, 2021 - 5th & 6th Grade Safety Day with WHS FFA

May 11, 2021 - DARE Graduation

May 11, 2021 - 6th and 7th Choir Concert

May 12, 2021 - 5th Field Trip, MVP Dairy, Mullen/Newman/Sarasin

May 13, 2021 - 5th Field Trip, MVP Dairy, Kohler/Rostorfer/Sawmiller

May 14, 2021 - 5th Field Trip, MVP Dairy, Otto/Selover/Stephens

May 14, 2021 - Choir Field Trip, Astro Lanes

May 17, 2021 - Rock and Minerals Presentation, Truesdale

May 18, 2021 - Rock and Minerals Presentation, Shafer

May 19, 2021 - Rock and Minerals Presentation, Jarvis

May 21, 2021 - Transition

May 24, 2021 - 7th Field Trip, AASM, Brown/Conkle/Wade

May 25, 2021 - 7th Field Trip, AASM, Kitzmiller/Miller/Riffle

May 26, 2021 - 7th Field Trip, AASM, Maurer/Hendrickson/Folger

May 28, 2021 - Student Last Day

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## April 2021 Report to the Board of Education

### Spring Assessments:

- **Ohio's State Testing:** Our 3rd and 4th grade students have been working diligently on their ELA and math assessments this month. These assessments give us an opportunity to see what our students have learned throughout the course of the year, as well as to see how they have grown from one year to the next. We are very proud of the work that our students and teachers have put into state testing. We are very grateful for all of our staff members who make adjustments during testing days so that we can administer these assessments in the whole-group, small-group, and individualized testing sessions.
- **MAP:** At the beginning of May, our students in grades 1-4 will be taking the MAP assessments in both ELA and math. We administered these assessments in the fall, in the winter, and now in the spring. Throughout our TBT meetings this year, we have spent time analyzing our students' achievement and growth, as well as adjusted our instruction in both ELA and math to account for the specific needs of our students.

### Spring Conferences:

- At the end of April, our preschool teachers and our kindergarten teachers will be holding spring conferences with their students' parents. This is a great opportunity for our teachers to share how far their students have come since the fall conferences. We truly appreciate the collaboration between our teachers and our students' parents!

### PTO:

- **Field Trips:** As we are approaching the end of the school year, many of our students will be taking field trips. Some of these field trips include locations such as The Allen County Museum, MVP Dairy, Marmon Valley Farms, The Auglaize County Public Library, and The Neil Armstrong Museum. Our teachers and students are excited about extending the students' learning to outside of the school building. We appreciate the support of our PTO, who helps to make these field trips possible for our students.
- **Student/Teacher Supplies:** Throughout the year, our PTO has generously purchased supplies that are used by both our students and our teachers. They have purchased items such as take-home folders, homework folders, binders, dividers, etc. Their purchasing of these supplies helps to reduce the amount of items that our families are purchasing for their children. We are grateful for their generosity.
- **Ice Cream Treat:** In May, the PTO will be providing our staff and students with ice cream. They are partnering with Reichelderfer Concessions to provide these pre-scooped treats to our staff and students on May 13. We are looking forward to this ice cream treat!

## **Cridersville Elementary**

501 Reichelderfer Rd  
Cridersville, OH 45806  
[www.wapak.org](http://www.wapak.org)



Jason A. Wolke, Principal  
Melanie Schnippel, Secretary  
**Phone:** 419-645-3000  
**Fax:** 419-645-3003

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April 27, 2021

### **AIR ASSESSMENTS**

Third and fourth grade students have started and will be finishing up testing this week with the spring state AIR assessments. The results from these assessments will help teachers and administrators make valuable instructional and educational decisions for our students. The assessments were completed online again this year, and I am happy to announce that we did not experience any technology issues as we have in the past. Thank you, Nick and Alex.

### **IEP SEASON**

I would like to take this time to thank Mrs. Hill, Mrs. Washam, Miss Mosgrove, Mrs. Hilty, Mrs. McGaughy, Mrs. Spieles, and our related services group for putting in all the time and effort during this final nine weeks. It is typically this time of year that IEPs and 504's are due, and they each take a great deal of time to complete. Additionally, I'd like to thank Mrs. Rhinehart and Mrs. Kister for meeting with and assessing all the new students or performing re-evaluations. It is an understatement to say that this time of year is busy, but we are always moving forward and we will continue to "bebetter."

### **FIELD TRIPS**

I would like to thank Mr. Rex for giving the students of WCS the opportunity to participate in field trips locally this year. The teachers have planned some fun and educational places for students to visit that accompany their curriculum. Kendrick Woods, Neil Armstrong Air and Space Museum, and the Allen County Museum are places that students from Cridersville Elementary will be visiting.

### **FIELD DAY**

There will be an open invitation to any and all board members to visit CES on May 20 to witness students competing in field day events "Down on the Farm." Mrs. Stubbs has prepared for tractors and farm animals, including ponies, to be on site for barnyard games to be held. Stop by and try your hand at horseshoes against elementary students.

### **CINCINNATI REDS**

A special thank you to Mr. Jon Derryberry for preparing an opportunity for students that may never get the opportunity to visit an MLB ballpark. On June 2, Mr. Rex, Mr. Watt, and I (along with some staff members) will be taking a large group of students to Great American Ballpark to witness the Reds vs the Phillies at 12:30. Mr. Derryberry has arranged for transportation and we will provide lunch on the way down, thanks to Lori McKean-Brace. Parents are super excited for us to provide this opportunity to their children.

### **BOARD MEMBERS**

What a year it has been and we would all like to thank you again for making the tough decisions to allow us the chance to teach face-to-face this year. We didn't have a crystal ball to see into the future back in August, but few thought we would be here today. We have impacted students, both face-to-face and virtually, this year and have made gains few other districts have.

ATHLETICS  
4/27/21

- W- Wapakoneta will be hosting the Division IV District Softball Tournament on May 18 and May 21. It will be a doubleheader on May 18 and the final on the 21<sup>st</sup>.
- W- Redskin Relays were held on Friday, April 23, and were a success. Thank you to all the coaches, participants, and volunteers who helped to make this event run smoothly.
- W- Spring sports tournaments are right around the corner for our Redskin teams - Good Luck!

Baseball - Sectional week of May 15

Softball - Sectional week of May 8

Track - WBL - May 12 and 14, District week of May 17

Tennis - WBL - May 6 and 8, Sectional - May 13 and 15

## **SUMMARY OF 2021-22 HANDBOOK CHANGES**

### **PRESCHOOL:**

The dates, as well as times and days for each session, were updated.

### **ELEMENTARY:**

Eliminated the time for the tardy bell.

Eliminated edible treats to be brought in for birthdays.

Added "when required by a health order" in the section about masks.

### **MIDDLE SCHOOL:**

The changes to the handbook are very subtle, as significant changes were made last year.

"Slides" footwear was added to the dress code.

Changed the after-school detention days to Tuesdays and Fridays.



LETTER TABLE IN UPPER CASE LETTERS

THE TABLE



# PRESCHOOL FAMILY HANDBOOK

2021-22



**WAPAKONETA CITY SCHOOLS**  
#bebetter

**LETTER FROM THE PRESCHOOL SUPERVISORS**

Dear Families,

On behalf of the entire preschool staff we take great pride in welcoming you and your child to Wapakoneta City Schools preschool program. We are looking forward to having you as a partner in education. Our staff recognizes the importance of the preschool years and strives to provide our students with a developmentally and exceptionality appropriate program that facilitates maximum learning for every student. As your child begins their educational journey, we are looking forward to working with your child and your family.

Sincerely,

Carrie Knoch  
Director of Student Achievement  
Preschool Coordinator

**FOREWORD**

The Preschool Handbook was written for the following purposes:

- The handbook was written to answer frequently asked questions that parents of preschool students may have regarding the preschool program.
- The handbook was written to address the requirements of the Ohio Department of Education as it pertains to Preschool Program Rules Chapter 3301-37 Administrative Code 1-12.
- The handbook was written to comply with program standards for Step Up to Quality (SUTQ). With the passage of house bill 487 and Senate Bill 316 in July of 2012, all learning and development programs that receive funding from the Ohio Department of Education were required to participate in SUTQ. SUTQ is a tiered quality rating and improvement system.



**DISTRICT MISSION STATEMENT**

Our mission is to provide a caring place to develop responsible, productive citizens.

**DISTRICT VISION STATEMENT**

Wapakoneta City Schools will be the leader in providing excellent learning experiences for our students.

**PHILOSOPHY**

WCS is committed to providing a nurturing, secure, play-based educational setting for young children and their families. We believe that all children are capable of learning when provided with developmentally/exceptionality appropriate learning opportunities that utilize a combination of play and research-based, student-focused instruction.

Developmentally appropriate practice embraces the understanding that each child is unique and has their own pattern of growth and development. The environment, curriculum, materials, and staff must be responsive to the individual interests and abilities of each child. Differing levels of ability and development are expected, accepted, and used to design appropriate learning activities.

The preschool's environment of active play is designed to stimulate and challenge students at a variety of developmental levels. We believe children learn through meaningful play. Our play-based learning opportunities integrate the physical, cognitive, social, emotional, language, self-help, and aesthetic areas of development.

Our staff is well-versed in the use of research-based student-focused instructional strategies. It is our belief that our staff can best facilitate learning when capitalizing on those teachable moments that occur within the context of the child's self-directed play or within the context of developmentally appropriate teacher-initiated activities.

Wapakoneta preschool staff believes that when families are engaged in the child's education, the child's learning is enhanced, increasing school readiness and future academic success.



## **PROGRAM OVERVIEW**

### **PRESCHOOL PROGRAM FOR STUDENTS WITH SPECIAL NEEDS AND PEER ROLE MODELS**

All school districts in Ohio are required to provide services for students with disabilities who are three to five years of age. Children with special needs are served through a continuum of program options in the least restrictive environment appropriate for the child. Specialized instruction and intervention services are provided for each child in accordance with a team-developed Individualized Education Program (IEP). Related services include speech and language therapy, occupational therapy, physical therapy, and transportation. Itinerant services in an early childhood education setting are provided when appropriate based on a child's educational needs.

Eligibility for the Special Education Preschool Program requires that children:

- Are three to five years of age and not yet compulsory school age
- Demonstrate a disability/exhibit significant delays
- Students with special needs demonstrate documented deficits in one or more of the following areas: communication, motor, social-emotional/behavioral functioning, cognitive, adaptive behavior, hearing, or vision as determined by a multidisciplinary team through an Evaluation Team Report

## **PROGRAM DESCRIPTIONS**

### **Itinerant Program (For students with special needs)**

The WCS itinerant program is designed to assist preschool students with identified disabilities in their early childhood setting. The itinerant placement option may include the services of a traveling itinerant teacher (a minimum of four hours per month) and/or related services of speech and language therapy, occupational therapy and/or physical therapy. The child's Individualized Education Program team will determine goals and objectives and the supports/services needed for the child to make progress on the goals and objectives. The itinerant teacher provides a combination of direct and consultative services to support the child's progress.

### **1/2 Day Early Childhood Classroom (For students with special needs and peer role models)**

Preschool students with special needs and peer role models participate in our center-based classrooms for 2 hours and 40 minutes for five days per week during an AM or PM session. Please check the district website for site locations and hours for each site. Up to 16 children may participate in the classroom. Each room may contain up to 8 students with special needs and up to 8 peer role models. Each preschool classroom is staffed with an Early Childhood Intervention Specialist and a minimum of one teaching assistant. Additional classroom assistants may be assigned if the needs of the students in that room necessitate additional staffing. Speech language therapists, occupational therapists, and physical therapists are assigned to classrooms as prescribed by the Individualized Education Program (IEP).



### **PEER MODEL CRITERIA**

Peers serve as models of age-appropriate skills for children demonstrating delays in their development. For this reason, it is critical that peers demonstrate the skills listed below.

- Meet age criteria on peer application
- Completely toilet trained
- Separates easily from parents
- Able to follow rules and routines
- Attends to adult-guided activities
- Plays with a variety of toys appropriately
- Is able to play beside and/or with other children while sharing the same bin of toys
- Verbally interacts with peers in play situations
- Speaks in clear English sentences and can comprehend and answer simple questions
- Speech is clear and understandable by unfamiliar adults.

### **ADDITIONAL DETAILS OF PEER ROLE MODEL PROGRAM**

- Parents must complete an application for a peer model space. WCS has a limited number of peer role model spaces. Acceptance into the program is not guaranteed. Please check the district website for the peer model application and application instructions.
- Peer role models must pay a monthly tuition. Please check district website for tuition costs

RESEARCH OVERWHELMINGLY SUPPORTS THE BENEFITS OF AN INCLUSIVE SETTING FOR BOTH STUDENTS WITH SPECIAL NEEDS AND PEER ROLE MODELS. Many of our placement options for students with special needs include peer role models.

### **Students with Special Needs benefit from exposure to peer models.**

Children with special needs learn through observation and the practice and modeling the behavior of their peers. As children with special needs observe and interact, the peer models are providing a model of age-appropriate skills in social, behavior, play, speech, language, and motor development.

### **Peer role models benefit from the peer program in many ways.**

- Peers have opportunities to interact with children with a variety of special needs. Children learn compassion, tolerance, empathy, and to accept/celebrate differences and similarities among the children in the classroom.
- The WCS preschool teachers hold a minimum of a Bachelor's degree and are licensed to provide services for both regular education and special education students. The teachers are trained to be responsive to the individual abilities and interests of all children. Differing levels of ability and development are expected, appreciated, and considered when designing appropriate learning activities for students with special needs and peer role models.
- Class sizes are small with low student-to-teacher ratios. Our classrooms are staffed with a minimum of one teacher and one assistant. Dependent upon the needs of the students in the classroom, additional assistants may be added to support students. Our early childhood options for peer models can serve up to 16 students (up to 8 students with special needs and 8 peer models).





- Preschool staff is knowledgeable about WCS Kindergarten expectations, standards, and the curriculum. The Ohio Early Learning and Development Standards used in all of our preschool classrooms are aligned to the kindergarten learning standards. All learning opportunities are designed to help children enter kindergarten ready to learn.

## FEES

### Tuition

Students accepted as peer models will be charged at the rate of \$175.00 for full service programming (5-day attendance). We will make reduced tuition available to families who qualify on a sliding scale. Please see the chart below for the tuition scale. Proof of gross income must be provided. Please request forms if your family qualifies. Payment should be made on a monthly basis. Make checks payable to the **Wapakoneta City Schools**. Payment may be given to the teacher or mailed/dropped off at the Administration Building, 1102 Gardenia Drive. Tuition is due by the 1st of each month. Two months of unpaid tuition will result in a child being withdrawn from preschool at the end of the 2nd month of non-payment. Tuition must be paid in full even if the child misses school due to illness, weather calamity or family vacation. Students with disabilities are not charged tuition.

2020 FEDERAL POVERTY GUIDELINES

Estimated Annual Family Income	Federal Poverty Level 0-100%	101-125%	126-150%	151-175%	176-200%	201%+
1 person household	\$ 12,760.00	\$ 15,950.00	\$ 19,140.00	\$ 22,330.00	\$ 25,520.00	\$25,521+
2 person household	\$ 17,240.00	\$ 21,550.00	\$ 25,860.00	\$ 30,170.00	\$ 34,480.00	\$34,481+
3 person household	\$ 21,720.00	\$ 27,150.00	\$ 32,580.00	\$ 38,010.00	\$ 43,440.00	\$43,440+
4 person household	\$ 26,200.00	\$ 32,750.00	\$ 39,300.00	\$ 45,850.00	\$ 52,400.00	\$52,401+
5 person household	\$ 30,680.00	\$ 38,350.00	\$ 46,020.00	\$ 53,690.00	\$ 61,360.00	\$61,361+
6 person household	\$ 35,160.00	\$ 43,950.00	\$ 52,740.00	\$ 61,530.00	\$ 70,320.00	\$70,321+
7 person household	\$ 39,640.00	\$ 49,550.00	\$ 59,460.00	\$ 69,370.00	\$ 79,280.00	\$79,281+
8 person household	\$ 44,120.00	\$ 55,150.00	\$ 66,180.00	\$ 77,210.00	\$ 88,240.00	\$88,241+
Tuition (per month)	\$0	\$43.75	\$87.50	\$131.25	\$153.25	\$175

### Snacks

Parents of students on IEP's who attend classes in WCS buildings are asked to weekly or monthly pay **\$3.75 per week**. Typically developing students are not charged a snack fee as it is part of the tuition payment.



## **MEDICAID SCHOOL PROGRAM**

We attempt to access as much State and Federal grant dollars and special funding as possible. With ongoing budget cuts and increased costs, our school districts vitally need all additional funding possible to help us maintain and improve the quality programs that we offer our students. We owe it to the taxpayers and citizens of this county to bring all available State and Federal dollars into our county that we can.

One such source that we are actively seeking funding from is the Ohio Medicaid School Program, also known as MSP. This program allows Ohio School Districts to receive Federal Medicaid reimbursement for certain therapies that are provided by licensed therapists to students that have Medicaid insurance. In accordance with the "Individuals with Disabilities Act" (IDEA), we make every attempt to notify parents of our intent to seek this special funding when eligibility requirements are met.

The child's Protected Health Information (PHI) will only be shared with ODJFS, ODE and Program Auditors. If you do not want to give permission to share your child's information, please print off the form and return it to Deb Walls at 1102 Gardenia Drive, Wapakoneta, OH 45895. If we do not receive a form, we will take that as consent to bill. If you have any additional questions, please contact our Medicaid Billing agent, Healthcare Billing Services, Inc. at (740) 653-6711 between the hours of 9 a.m.—5 p.m. if you have any questions. HBS will be more than happy to assist you and answer any questions you may have.

## **ARRIVAL AND DISMISSAL**

Arrival and dismissal times require the careful attention of the classroom teacher and assistant(s). Staff is unable to answer questions or conference with parents during arrival or dismissal. Please send a note or call the school if you wish to discuss something with your child's teacher, assistant, or therapists. Your child's safety is our primary concern during arrival and dismissal.

### **ARRIVAL**

Children should arrive within the window of time indicated by the child's teacher. If you are transporting your child to school, you must escort him/her into the building and wait with your child in the area designated by the teacher. Each building may have a different procedure and your teacher will inform new students of arrival and dismissal procedures during Open House or an individual class visit. The parent/guardian is responsible for managing the child's behavior in the school environment until the teacher or classroom assistant arrives to pick up the child from the designated location.

### **DISMISSAL**

Children will only be released to assigned bus drivers, parents/guardians, or those individuals who are designated on the release form. If someone else is picking up your child, please send a note or call the school. Those individuals unfamiliar to classroom staff may be asked to show identification.

### **TRANSPORTATION**

Transportation is available for all preschoolers who live near a designated route.. A transportation form must be completed by the parents requesting transportation. You may request a transportation form from the school secretary or your child's teacher.



If you choose to utilize transportation, please be aware that due to the size of the district and complexity of routing preschool children to several different preschool sites, routes can be up to an hour in length. Preschool is unique because our class sizes grow throughout the school year. We do not start with our entire class. Instead, as children turn three and/or complete the evaluation process, children are added to the class lists. Route times often change as students are added to the routes. Some preschool students will ride "preschool-only" buses, while other preschool students will be riding an elementary bus. The bus used during dismissal for the AM class and pick up for the PM class will always be preschool-only buses.

Additions to routes and route changes can take up to 5 business days to be arranged. If you are utilizing bus transportation and your transportation location changes, it may be necessary to change your child's building location if the new location is in a different attendance boundary than the school the child already attends. If your child is attending a daycare, the parent is responsible for checking with the daycare to see if the daycare bus can transport to preschool and/or back to daycare at the end of the day. WCS can transport to and from daycares located within WCS attendance boundaries only when there are no other options for parental or private transportation.

## **ATTENDANCE**

Attendance as a preschool peer role model or a student with special needs is not compulsory and therefore, attendance cannot be required for a child ages 3 through 5 years of age. When a child is enrolled in preschool, it is at the discretion of the parent or guardian. It is important to note that regular attendance enables children to receive the maximum benefits of participating in the preschool program. Late arrival/early dismissal and/or irregular attendance prohibit children from participation in all aspects of the preschool instruction. Absences for preschool students must be coded as excused or unexcused absences. Reasons for excused absences from school include: personal illness, illness in the family, quarantine of the home, death of a relative, observation of religious holidays/absence for religious reasons, or professional appointments.

## **REPORTING AN ABSENCE**

When a student is absent from school, the parent should notify the building office of the student's absence and the reason for the absence. If an extended absence is planned, parents should send a note or email to the teacher indicating the dates the student will be absent and the reason for the absence.

## **SHOULD I KEEP MY CHILD HOME FROM SCHOOL TODAY?**

It is important that students are not sent to school if they experience a fever (100 degrees F or above), vomiting, diarrhea, and/or persistent cough within the last 24 hours. Please keep your child home until the child is symptom-free for 24 hours without the benefit of any medication. If a child returns to school and remains ill, parents will be called. If you and the other people on your emergency contact list are unavailable and therefore unable to be reached, please designate a person we can call temporarily in the event of an illness or accident and notify the office of this change in writing.



## **WITHDRAWAL FROM PRESCHOOL**

When withdrawing a preschool student from WCS preschool, parents must notify the building office, preferably in writing/email. If the student is receiving special education services, the parent may want to provide information about where the family is moving to and sign the documents needed to transfer the child's Evaluation Team Report (ETR) and Individualized Education Program (IEP). Should a family move into the district, they will sign a copy of the records release form when they complete their child's registration. The board office will fax/email the last school which the child attended to procure appropriate records. Any records received will be sent to the school building where the child attends and the teacher will be notified.

## **SCHOOL CLOSINGS/CALAMITY DAYS**

In the event of inclement weather, school delays and closings will be posted on social media. Delay and closing information will also be reported using the district's automated phone system, the email notification system, the local television stations, and the radio stations.

**When WCS is closed for the day**, all preschool programs are also closed for the day.

**In the event of a two-hour delay**, all AM preschool classes are cancelled. PM preschool classes will be held on schedule.

**There are rare occasions, when weather is worsening as the day progresses, when the PM session may be cancelled.** In the event of the closure of the PM session, parents will be notified by preschool staff via a telephone call and/or email.

## **DISTRICT SAFETY PLAN**

In case of an emergency, district personnel will follow the District Safety Plan. This plan specifies steps to be followed should an emergency arise that threatens the well-being of students, staff and/or necessitates the public utilization of school property. In addition to the steps outlined in the District Safety Plan, our staff routinely trains on many of these procedures. The drills include, fire, tornado, and lockdown. In the event of a lockdown, parents will be notified via email notification. If the situation causes a delay in the start of school or a change in release time, parents will be notified using the district's automated calling system. Parents are urged to make arrangements with a neighbor or friend so that their child will have a place to go in case of an emergency if a parent/adult is not home.

## **HEALTH**

### **COMMUNICABLE DISEASE POLICY**

- All preschool teachers and assistants shall receive a copy of the program's communicable disease policy for review upon employment. The parent of the child enrolled in a center shall be provided access to the program's written communicable disease policy.
- All WCS preschool teachers and assistants are required to attend communicable disease training. The training includes recognizing the signs and symptoms of illness, hand-washing procedures, and disinfection procedures.
- All classrooms must post the "Child Daycare Communicable Disease chart": (September 2009, [www.odjfs.state.oh.us/forms](http://www.odjfs.state.oh.us/forms) for appropriate management of suspected illnesses.)



**The program immediately notifies the parent or guardian of the child's condition when a child has been observed with signs or symptoms of illness. A child with any of the following signs or symptoms of illness is immediately isolated and discharged to his/her parent or guardian:**

- Diarrhea
- Severe coughing, causing the child to become red or blue in the face or to make a whooping sound
- Difficult or rapid breathing
- Yellowish skin or eyes
- Conjunctivitis
- Temperature of one hundred degrees Fahrenheit taken by the auxiliary method when in combination with other signs of illness
- Untreated infected skin patches
- Unusually dark urine and/or grey or white stool
- Stiff neck
- Evidence of lice, scabies, or other parasitic infestation.

**A child with any of the following signs or symptoms of illness is immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the director and the parent or guardian. The child, while isolated at the program, shall be carefully watched for symptoms that require immediate discharge:**

- Unusual spots or rashes
- Sore throat or difficulty swallowing
- Elevated temperature
- Vomiting

**When a child exhibits symptoms of a communicable disease, the preschool staff will adhere to the following guidelines:**

- The child will be isolated in a room or portion of a room not being used in the preschool program.
- The child will remain within sight and hearing of an adult at all times.
- No child shall ever be left alone or unsupervised.
- The child will be made comfortable and provided with a cot or place to rest. If linens or blankets are used, the linens and blankets shall be laundered before being used by another child. After use, the cots/resting place shall be disinfected with an appropriate germicidal agent, or if soiled with blood, feces, vomit, or other bodily fluids, the cots shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent.
- The child will be closely monitored for worsening symptoms.
- The child will be discharged to parent/guardian, or person designated by the parent/ guardian as soon as is practical.

**If there is a child in a classroom that has been diagnosed with specific communicable disease, letters notifying of possible exposure will be sent to all parents/guardians of children in that classroom.** Specific communicable diseases include diseases such as Conjunctivitis, Ringworm, Impetigo, Scabies, Chicken Pox, Lice, and Strep Throat.

**The following communicable disease must also be reported to the school nurse/designee:** Encephalitis, Hepatitis, Infectious Mononucleosis, Measles, Meningitis, Mumps, Polio, Reye Syndrome, Ringworm, Rubella, Scabies, and Whooping Cough.





**IMMUNIZATION POLICY**

Your child must meet county and state health regulations for entrance to school, including compliance with state immunization laws. The school nurse checks health records each year. The school nurse will send you a reminder of the required immunizations your child still needs.

Immunizations for Child Care, Head Start and Pre-School Attendance:

Please follow the following link to ACIP Easy-to-read Immunization Schedule for Infants and Children <http://www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs.pdf>

**Ohio Revised Code 5104.014, Division B:**

Each child’s caretaker parent shall provide to the center, home, or in-home aide a medical statement, as described in division (D) of this section, indicating that the child has been immunized against or is in the process of being immunized against all of the following diseases:

1. Chicken pox	6. Influenza	11. Poliomyelitis
2. Diphtheria	7. Measles	12. Rotavirus
3. Haemophilus Influenzae type b	8. Mumps	13. Rubella
4. Hepatitis A	9. Pertussis	14. Tetanus
5. Hepatitis B	10. Pneumococcal disease	

**Ohio Revised Code 5104.014, Division C:**

A child is not required to be immunized against a disease specified in Division (B) of this section if any of the following is the case:

1. Immunization against the disease is medically contraindicated for the child;
2. The child’s parent or guardian has declined to have the child immunized against the disease for reasons of conscience, including religious convictions;
3. Immunization against the disease is not medically appropriate for the child’s age.

*In the case of influenza, a child is not required to be immunized against the disease if the seasonal vaccine is not available.*

**Ohio Revised Code 5104.014, Division D:**

The medical statement shall include all of the following information:

1. The dates that a child received immunizations against each of the diseases specified in division (B) of this section;
2. Whether a child is subject to any of the exceptions specified in division (C) of this section;
3. The medical statement shall include a component where a parent or guardian may indicate that the parent or guardian has declined to have the child immunized.

Follow the link below to the Ohio Department of Job and Family Services’ Child Medical Statement

<http://www.odjfs.state.oh.us/forms/findform.asp?formnum=01305>



Vaccine doses are only considered **valid** if administered according to the most recent version of the *Recommended Immunization Schedules for Persons Aged 0 Through 18 Years or the Catch-up Immunization Schedule for Persons Aged 4 Months through 18 years who start late or Who Are More Than 1 Month Behind, as published by the Advisory Committee on Immunization Practices.*

Vaccine doses administered **4 days** before the minimum interval or age are **valid** (grace period). Doses administered **5 days earlier** than the minimum interval or age are **not valid** doses and should be repeated as age-appropriate. **If MMR and Varicella are not given on the same day, the doses must be separated by at least 28 days with no grace period.**

**"Child" includes both of the following:** 1) An infant, toddler, or preschool age child; and 2) A school-age child who is not enrolled in a public or nonpublic school but is enrolled in a child day-care center, type A family day-care home, or licensed type B family day-care home or receives child care from a certified in-home aide.

**"In the process of being immunized"** means having received at least the first dose of an immunization sequence and complying with the immunization intervals or catch-up schedule prescribed by the director of health (in accordance with the ACIP catch-up schedule).

### **CLINIC VISIT PROCEDURES - SICK OR INJURED AT SCHOOL**

If a teacher or assistant feels a preschool student is ill, they will bring the child to the clinic or request the nurse come to the classroom to have their temperature taken. If the child is ill enough, the nurse will contact the parents to come and get the child. The child will be supervised in the clinic until a parent or authorized person arrives to pick up the child. Nurses and clinic aides keep a log of all clinic visits and parent notifications.

If a child is injured, the child will be taken to the office/clinic for further determination by the office staff and/or nurse. In the case of severe illness or injury, the child will be brought directly to the office or 911 will be called.

### **MEDICAL CONCERNS AND FIRST AID**

It is the desire of the School District to provide the best possible care for the students when sickness or injury occurs. It is important that there be procedures in place to outline existing practices which are aimed at providing routine care in relation to a minor injury or illness and to monitor students with chronic medical conditions or food allergies as needed to allow the student to fully participate in the academic process.

### **MEDICATIONS**

The board wishes to cooperate fully with students, parents and the medical profession to assure that any student receives required medication during the normal school day at the time the student needs it. It is preferred that medications be taken by students at home; however, it is recognized that certain circumstances may necessitate taking medications during school hours. Guidelines have been established to maintain control of authorized drugs within the schools and to ensure the health and welfare of the students.

For purposes of this policy, "prescription medication" shall include all medicines prescribed by an Ohio licensed health professional authorized to prescribe medication. "Nonprescription" medications shall include all over-the-counter drugs, preparations, and/or remedies.

All prescription medications and certain non-prescription medications, such as rectal suppositories, injections, or medications to be given by a gastric tube, must be prescribed and administered according to the procedures taught by a licensed school nurse to staff designated by the Superintendent. 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.



Training will be provided to staff as needed and/or as required by law.

In accordance with O.R.C. 3313.713, prescription medications must be kept locked in the office and administered by school personnel.

Any parent/guardian requesting the school to administer prescribed and over-the-counter medication to a student must comply with the following:

1) Prescription Medicine: A Physician's Medication Procedure Request Form and Parent's Medication Procedure Request Form must be completed, signed, and dated by the physician and on file in the office before any prescription medication will be given.

2) Over-the-Counter Medication: Complete a Physician's Medication Procedure Request Form. A physician must sign and date this form for the administration of over-the-counter medications such as Tylenol, Motrin, Benadryl, cold medicine, diaper cream/ointment, etc. Parent/guardian must provide written consent and waiver of liability by completing the Parent's *Non-Prescription Medication Request Form*.

Preschool students are not permitted to carry or to self-administer non-prescription medication.

Parents/guardians are to bring prescription and over-the-counter medication to school in the original container and medication must be kept in the clinic. Medication forms are available in the office and on the district website. It is the teacher's responsibility to send the student to the clinic at the appropriate time for the administration of medication.

## **PARENT PARTICIPATION AND COMMUNICATION**

### **REQUIRED FORMS**

In order to obtain and maintain an operating license, the preschool classrooms in WCS must comply with the Ohio Department of Education Licensing Rules and the Step Up to Quality standards. To be in compliance, each child enrolled in preschool must complete the following forms:

#### **Health/Medical Forms**

- **Medical Statement:** The medical statement form OR a copy of immunization records can be provided. The form or shot records are due upon enrollment and must be updated when additional immunizations have been administered.
- **Annual Medical Diagnostic Screening Form:** The form documents that a physical that meets all licensing requirements has occurred within the last year. The form must be dated and signed by a physician. The form is due within 30 business days of entrance to the preschool program and annually-- within 13 months of the date of the last physical.
- **Annual Dental Screening:** The form documents that a dental screening has taken place. The form must be dated and signed by a dentist. The form is due within 60 business days of entrance to the preschool program and annually--within 13 months of the last dental screening.

The health/medical forms will be provided to the parent prior to the child beginning school. Please complete and submit the forms according to the instructions and deadlines on each form.

The child's building clinic staff will track compliance with the medical/health mandates. Parents will receive letters requesting completion and submission if forms are not received by the mandated deadlines. When forms are about to expire, you will receive a letter with the deadline, new forms for completion and directions for submission.



**Additional Forms That Must Be Completed Annually**

For students new to preschool, the following forms will be provided during enrollment. For students returning for another year of preschool, the following forms will be provided as an attachment in an email. The forms are sent along with notification of your child's preschool site assignment and teacher assignment. If the family does not have access to email, the notification and forms will be sent via US mail.

- Emergency Contact and Child Release
- Emergency Medical Authorization Form
- Photography/Publication Release
- Family Roster Release
- Student Information Form

**CLASSROOM ROSTER**

A class roster of parent/child names, addresses and phone numbers is available to the families in your child's class. It is your choice to be on the roster or not. Parents can be a great support and resource for each other. The roster can also provide contacts for families to get students together outside of school.

**CLASSROOM SUPPLIES**

The supply list will either be provided to the family during Open House/classroom visit prior to the child's start date or via email along with the site/teacher assignment.

**SNACKS**

Snacks are provided by the district. A snack calendar will be provided by teachers each year.

**DIAPERS/WIPES**

All peer models must be completely toilet-trained to be considered for acceptance as peer role models. If a peer role model has five or more accidents during school hours, a meeting will be held with parents to discuss readiness to continue as a peer role model.

If your student with special needs wears diapers or pull-ups, please send in a full package of diapers/pull-ups and wipes labeled with your child's name. Your teacher or assistant will notify you when the child needs additional diapers and wipes.

We wish to *support* your potty-training efforts. We will place your child on the toilet according to a schedule and/or remind the child to use the toilet. Please note that for sanitary and health reasons, if your child is wearing underwear and continually has accidents at school, we **MUST** place your child in diapers or pull-ups until the child is able to remain accident free for the duration of the school day.



## **PARENT DONATIONS**

Teachers will often have a wish list or send home requests for items needed for arts and crafts projects, theme-related play or day-to-day operations (hand soap, paper towels, etc.) in the weekly newsletter. Thank you for your support of our preschool program and students through your donations.

## **STAFF GIFTS**

We consider the presentation of gifts to a professional staff member by students and their parents an undesirable practice because it tends to embarrass students with limited means and gives the appearance of currying favor. Such compensation includes, but is not limited to, cash, checks, stocks, or any other form of securities, gifts and other such things of value (more than \$25).

The superintendent may approve acts of generosity to individual staff members in unusual situations. However, at no time may a staff member accept compensation from any other source, other than the Board, for the performance of his/her duties of his/her public employment, or as a supplement to his/her compensation.

## **CLOTHING**

Please send in a change of clothing in a large plastic baggie marked with your child's name. If your child becomes wet or soiled during the day, our staff will change the child's clothing and send home the original clothes in the child's backpack. Any wet or soiled clothing will be placed in a plastic bag.

Children should be properly clothed for daily outside play. Children may be taken outside for gross motor time when the temperature is 20 degrees Fahrenheit or above, the wind chill is 15 degrees Fahrenheit or above, and playground conditions permit safe play. Preschool teachers may decide to opt for indoor gross motor activities when the weather is cold or the playground is snowy.

Tennis shoes are preferred for preschool students. Our students engage in at least 20 minutes of gross motor activities daily. Our playgrounds have mulch and students often have difficulty on the playground if the student wears open-toed shoes, sandals or flip flops.

Many times preschool students engage in messy activities with paint, mud, water, markers, shaving cream, etc. Our staff covers the clothing with plastic smocks, but clothing will often come home with marks or stains. We purchase washable paint, markers, and other school supplies, but parents often report difficulty removing the stain unless the clothing is pre-treated with stain remover. Please do not send your child to school in clothing that you would be upset about if damaged or stained. Preschool is meant to be a messy place for exploration and fun.





## **COMMUNICATION**

### **PARENT TEACHER CONFERENCES**

Parent teacher conferences are scheduled two times annually and follow the district elementary conference schedule. If parents wish to meet with the teacher outside of the conference schedule, they are welcome to contact the teacher to schedule a conference/meeting.

### **ANNUAL IEP MEETINGS**

Annual IEP meetings are held for students with special needs. If parents wish to request an IEP prior to the annual review of the IEP, parents may contact the child's teacher to request an IEP meeting.

### **ONGOING COMMUNICATION**

Ongoing communication regarding classroom themes and learning activities occurs through weekly parent newsletters. Communication specific to your child may occur via notes, notebook exchanges, emails, phone calls, or face-to-face meetings.

### **PARENT VOLUNTEER/ CLASSROOM PARTICIPATION GUIDELINES**

The Wapakoneta Preschool Program has a tradition of strong parent/school partnerships. We are fortunate to live in a community with a history of active and involved parents that have been willing to share their time and talents within our preschool classrooms. We value parent attendance at school events/parties and are thrilled when a parent is willing to volunteer.

Please keep in mind, there are some occasions when a particular classroom is not able to involve parents during parties and/or utilize parent volunteers due to the needs of the specific students in the classroom. Some of our special needs students can become overstimulated when new people are in the environment and the routine is disrupted. Please check with your child's teacher to determine what type of participation/volunteer opportunities are available this school year in your child's room.

### **Volunteer Requirements**

#### **Guidelines/tips for observations, classroom visits and volunteer opportunities:**

1. We encourage parents to allow the child to attend preschool for a few weeks before observing, participating or volunteering in the classroom. Children naturally look to their parents for guidance and assistance. From the very first day, we want the child to participate in the activities designed to help the child understand routines/expectations, become comfortable with preschool and develop positive relationships with preschool staff. We find that when parents attend in the first few weeks of a child's experience, the child tends to resist participation in the activities that were selected to help the child make his or her transition from home to school.
2. When at all possible, we ask that you arrange for your observation or visit in advance. It is helpful for staff to prepare for your visit. Parental access to Wapakoneta City School's Preschool Programs adheres to the Ohio Administrative Code 3301-37-07, which states "Any



parent of a child enrolled in the program shall be permitted unlimited access to the school during its hours of operation, to contact his child, evaluate the care provided by the program, the premises, or for other purposes approved by the director." Upon entering the building please stop at the office to sign in and obtain a visitor's badge.

3. Confidentiality is critical, especially for classrooms that provide services for children with special needs. Anytime you are present in a classroom, for any reason, you are required to maintain confidentiality during and after the visit. Please do not speak about a child with the staff, the child's parents or anyone else. Discussing any information about children obtained during any visit is never appropriate. Please respect all students and adults by maintaining strict confidentiality. If confidentiality is not honored, further opportunities to participate and volunteer may be eliminated for the parent(s) involved.
4. Follow the teacher's direction regarding your role during volunteer/visitation opportunities.
5. Please let the preschool staff handle all matters related to discipline/ behavior. Children in the classroom may have behavioral needs and a specific behavioral plan may be in place.
6. Your child will be excited about your school visit. Sometimes it is hard for the little ones to participate in activities when they are so excited about your visit. Please communicate the expectation that your child should be following the daily schedule with the other students. He or she should be encouraged to participate in all classroom activities and to sit/ play in the area designated by preschool staff. Your child will be so proud to have you see what he or she does during the preschool day.
7. Encourage the children in the classroom to be as independent as possible. For example, if a child asks you for help with a zipper, you could engage the zipper for the child and ask that the child pull up the zipper the rest of the way on her/his own.
8. Preschool staff is not able to conference/hold conversations about your child or answer questions during the time students are in session. When the children are present, the staff must devote their full attention to the students for safety and educational purposes. If you need to ask questions or have comments/concerns, preschool staff is happy to email, call, or arrange a meeting time to communicate with you outside of student hours. Preschool staff wants to fully devote the time and attention needed to professionally address your questions, comments, or concerns.
9. At times, following a visit to school, you may have a concern related to another child. Due to confidentiality, our staff can't speak to you about other children. Preschool staff can tell you how concerns such as yours are generally addressed, but not how they will be addressed in a specific circumstance. For example: If you are concerned because you noticed a child taking a toy from another child, the teacher can't talk to you about how the situation will be addressed with that specific child, but instead, the teacher can share with you how taking toys from someone else is handled in the classroom when that behavior is demonstrated by any child.
10. If you have a question or concern about something observed in the preschool environment, please discuss this concern with a preschool staff member. You may email, call, or request a



meeting to communicate your questions or concerns to a teacher, assistant and/or therapist. Preschool staff welcomes the opportunity to come up with appropriate strategies to solve problems and alleviate concerns. If you do not feel comfortable addressing questions or concerns directly with the teacher, assistant, or therapist on your own, you may set a meeting to discuss your questions or concerns with a supervisor present.

11. Parent volunteers can be of tremendous assistance to preschool staff by being an extra set of hands and another adult who is able to appropriately interact with students. A teacher may ask if you are willing to assist by conducting a table-top activity with an individual student or group of students. Also, children love it when adults facilitate play during center time. We want children to play with one another and encourage you to engage children in child to child interactions. You will find many new friends in preschool!
12. Help staff by being of assistance to a student. If a student needs assistance with something that he or she cannot do alone, offer assistance. Feel free to tie the shoe or assist a child with where the next puzzle piece may go. There are many opportunities to support students while encouraging learning and independence.
13. You must check with your child's teacher prior to taking pictures or videos in the classroom. Some parents choose not to have their child's picture taken and only the teacher will know each parent's preference. Please DO NOT post another child's picture on social networks without permission.
14. We hope the guidelines and tips help to make parent's time in our preschool classroom a success. Parent attendance at school events and willingness to volunteer is so appreciated. Staff recognizes that the excellence in our school system is due, in large part, to the involvement of our parents and their volunteer efforts.

## **FAMILY ENGAGEMENT AND EDUCATION OPPORTUNITIES**

### **Wapakoneta City Family Engagement Activities**

**Annual Open House:** Families and children are invited to the Open House held in the evening before school begins. The Open House is meant to provide an opportunity for children and parents to meet staff and see the classroom/school before the first day of school. Open House helps students to be prepared for the first day of school, become familiar with the staff, interact with the toys/classroom materials and familiarize themselves with the facility. Parents and the child can stay for as much time as they would like.

### **Wapakoneta City School's Family Education Information**

**Parent Orientation:** Parent Orientation is held annually. During Orientation, our staff provide information regarding the Early Learning and Development Standards and the curriculum used by Wapakoneta City School's Preschool, information about positive behaviors, support and methods for communicating with families.



**Preschool to Kindergarten Transition Meeting for Parents of Students with Special Needs:** The two-hour transition presentation is held annually sometime during the month of February. The preschool supervisor and the special education director make a presentation regarding the transition process for students with special needs as they prepare for the exit from preschool and entry to Kindergarten. Topics include: Overview of the preschool to K transition process for special needs students, reevaluation process, special education services available in Kindergarten, Kindergarten registration, and Kindergarten expectations and curriculum information. Following the presentation, parents are given an opportunity to ask questions.

### **Wapakoneta City Formal Family Engagement Model**

Wapakoneta City strongly believes that in order to address the district mission statement of facilitating maximum learning for each child, the preschool staff must develop meaningful relationships with the child's parents. Wapakoneta City preschool staff believes that when families are engaged in the child's education, the child's learning is enhanced, increasing school readiness and future academic success.

#### **The strategies below are used to:**

- Facilitate relationship building with families.
- Support families in developing or strengthening parenting skills.
- Value the family's role in the child's development.
- Provide links for families to access resources.
- Formal Family Engagement Strategies Used in Wapakoneta City School's Preschool:

Wapakoneta City School's Preschool encourages family participation in decision making related to the child's education.

- Wapakoneta City Schools offers parents of special needs preschool students the opportunity to have input into the development of goals and objectives as a valued member of the IEP team.
- Parents of peers have the opportunity to develop annual goals for their child through the peer goal process.
- Additionally, parents have a chance to list preference for AM or PM sessions. If the child and teacher are returning to the same site, parents can request to remain with the same teacher or request a different teacher.
- Parents can choose what form of communication is preferred.

#### **Wapakoneta City Schools recognizes the importance of building relationships with families. WCS has designed effective forms of school to home and home to school communications about what is happening at school, what is happening at home and the child's progress.**

- Parents are offered the opportunity for two formal parent teacher conferences annually.
- It is Wapakoneta City School's policy that parents can request a formal or informal meeting or observation whenever the parent desires.

Throughout the years, preschool staff participates in ongoing communication in a variety of ways. Teachers use email, make phone calls and meet upon parent request or when the teacher has information she needs to communicate.

- Most therapists send home therapy notes on the day the child was seen by the therapist.
- All classrooms send home weekly newsletters regarding the weekly theme, learning activities, songs/books and learning targets for the week.



- Backpacks are checked daily for notes from parents.
- Frequent and positive communication from staff to parents is encouraged and valued.

**Teachers seek out information about their students' lives, families and communities in order to integrate this information into the curriculum and instructional practices.** Information from the parent is sought out through a variety of sources: the evaluation process, Ages and Stages Questionnaire-3, AEPS Curriculum Family Report, and Student Information forms. The teachers' choices for themes relate to learning more about the child, the child's family and cultural/ family customs and traditions. Common themes include: "All About You", Families, Cultural celebrations, etc. Parents are invited to attend class parties, observe when they wish and send treats/ snacks or develop an activity for classroom use.

**Wapakoneta City Schools seeks out information about what families/the community believes to be program strengths and program needs.** Wapakoneta City School's preschool completes an annual survey with families and the community. The survey helps the program to identify opportunities for improvement and set goals and objectives annually for addressing issues identified by parents/ the community.

**Wapakoneta City Schools places importance on creating and sustaining learning activities that extend the teaching of the program so as to increase the learning for each child.** Parents are encouraged to extend and share in learning opportunities. Weekly newsletters share the theme of the week. Parents have an opportunity to learn through the weekly newsletter what the child did at school and can repeat the experience at home. Books and songs are often listed in the newsletter. Activities are often described. Additionally, weekly therapy notes are provided by most therapists describing learning objectives addressed and activities used to address the learning objectives. Teachers must communicate with parents about strategies that are working at school. For example, many children use an individual picture schedule for transitions. Teachers often share these types of strategies and develop materials for home use. During parent teacher conferences and IEP meetings, teachers and parents discuss the child's progress and how to extend and facilitate progress at home.

**Wapakoneta City Schools supports the development of parenting skills.** Wapakoneta City School's preschool staff helps educate families about age appropriate expectations through staff/parent communications in the newsletters, sharing of health, educational and community resources and the provision of parent education opportunities such as curriculum night, positive discipline support, transition training. Wapakoneta City Schools is dedicated to identifying and integrating resources and services from the community to strengthen our preschool program. Often parents are able to share what is working at home or in private therapy. Our teachers and therapists request releases to collaborate with private therapists and service providers. When all parties involved in the education of the child are pulling in the same direction, maximum progress is facilitated. Families are educated about community resources to enhance learning opportunities.

**The program is dedicated to providing the teachers with the time, resources and education needed to develop an ongoing and comprehensive system for promoting family engagement.** Our preschool program provides Wapakoneta City preschool staff with extensive professional development opportunities and the resources needed to develop family engagement. Building administrators and supervisors have the expectation that high levels of parent support and communication are part of the Wapakoneta City culture.





## **STANDARDS, CURRICULUM, SCREENING AND ASSESSMENT**

### **PRESCHOOL EARLY LEARNING AND DEVELOPMENT STANDARDS**

#### **INTRODUCTION**

In December 2011, Ohio was awarded the Race to the Top Early Learning Challenge Grant. To be awarded the funding, Ohio was required to have Early Learning and Development Standards in all Essential Domains of *School Readiness, Birth to Age 5*. These five domains included:

- Social and Emotional Development
- Physical Well-being and Motor Development
- Approaches Toward Learning
- Language and Literacy Development
- Cognition and General Knowledge

Ohio's Early Learning and Development Standards describe key concepts and skills that young children develop during the birth-to-five-year period. Their purpose is to support the development and well-being of young children and to foster their learning. The standards promote the understanding of early learning and development, provide a comprehensive and coherent set of expectations for children's development and learning, and guide the design and implementation of curriculum, assessment and instructional practices with young children.

The standards present a continuum of learning and development from birth to age five in each of the domains. Because the infant/toddler years are marked by rapid developmental change, the standards are divided into three meaningful transitional periods: Infants (birth to around 8 months), Young Toddlers (6 to around 18 months), and Older Toddlers (16 to around 36 months). The standards during the preschool years describe those developmental skills and concepts children should know and be able to do at the end of their preschool experience.

The Ohio Early Learning and Development Standards were created as part of a collaborative effort of state agencies serving young children including Ohio Department of Education, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Department of Mental Health, Ohio Department of Developmental Disabilities, and the Governor's Office of Health Transformation. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to revise and expand the standards in the five developmental domains.

Ohio's revision of standards builds upon the strong set of existing standards in Ohio's Infant and Toddler Guidelines (for children birth to 36 months of age) and the Pre-Kindergarten Standards (for children ages 3 to 5). Ohio's *Infant and Toddler Guidelines* was the major source for the development of the infants' and toddlers' standards. Similarly, Ohio's *Pre-Kindergarten Content Standards* were revised and expanded in the Language and Literacy and Cognitive Development domains. The Cognition and General Knowledge standards were aligned with the kindergarten Common Core State Standards in English-Language Arts and Mathematics and Ohio's Revised Academic Content Standards in Science and Social Studies. Finally, the standards were reviewed and revised with particular attention to being appropriate for children with disabilities and for children with diverse cultural and linguistic backgrounds. Knowledge of the strengths and needs of each child is pertinent in order to implement differentiation strategies and culturally responsive pedagogy in a manner to help each child meet the standards.



## ORGANIZATION OF THE STANDARDS

The standards within each domain are organized according to strands, the developmental or conceptual components within each domain. Each strand contains one or more topics, the area of focus within each strand, and the standard statements, those concepts and skills children should know and be able to do for the different age-groups. Some topics reflect learning and development across the birth-to-five continuum, with standards for all age levels: infants, young toddlers, older toddler, and Pre-K, while other topics pertain only to a specific age-period. For example, some knowledge and skills such as the ability to identify and describe shapes or skills related to social studies and science emerge in preschool. Topics that address those competencies include standards only at the Pre-K level. Other topics such as *Self-Comforting* and *Social Identity* have standards only at the infant-toddler levels, because these foundational skills developed during the early years lead to more specific competencies at the preschool level.

## AN OVERVIEW OF THE DOMAINS

**Social and Emotional Development:** The standards for Social and Emotional development involve behaviors that reflect children’s emotional growth and their growing ability to successfully navigate their social worlds through interactions with teachers and peers. These standards include a focus on children’s developing abilities to regulate attention, emotions, and behavior, and to establish positive relationships with familiar adults and with peers. Research indicates that early skills of social competence and self-regulation are foundational to children’s long-term academic and social success (National Research Council, 2008). Strands in the social and emotional domain are *Self and Relationships*.

**Physical Well-Being and Motor Development** standards address motor skills and health practices that are essential for children’s overall development. These skills include the ability to use large and small muscles to produce movements, to touch, grasp and manipulate objects, and to engage in physical activity. These standards also describe the development of health practices that become part of children’s daily routines and healthy habits such as nutrition and self-help. These skills and behaviors play an important role in children’s physical well-being and set children on a path leading toward a healthy lifestyle. Healthy children are more likely to attend school, to be physically active, and to learn more effectively (Bluemenshine and others, 2008).The two strands in this domain are *Motor Development and Physical Well-Being*.

**Approaches Towards Learning** centers on the foundational behaviors, dispositions, and attitudes that children bring to social interactions and learning experiences. It includes children’s initiative and curiosity, and their motivation to participate in new and varied experiences and challenges. These behaviors are fundamental to children’s ability to take advantage of learning opportunities, and to set, plan, and achieve goals for themselves. This domain also includes children’s level of attention, engagement, and persistence as they do a variety of tasks. These factors are consistent predictors of academic success (Duncan et al., 2007). Finally, children’s creativity, innovative thinking and flexibility of thought allow them to think about or use materials in unconventional ways, and to express thoughts, ideas and feelings in a variety of media. The standards in the domain Approaches Toward Learning are organized in the following strands: *Initiative; Engagement and Persistence; and Creativity*.

**Language and Literacy:** The standards for language and literacy reflect knowledge and skills fundamental to children’s learning of language, reading and writing. Young children’s language competencies pertain to their growing abilities to communicate effectively with adults and peers, to express themselves through language, and to use growing vocabularies and increasingly



sophisticated language structures. Early literacy skills include children's developing concepts of print, comprehension of age-appropriate text, phonological awareness, and letter recognition. Research has identified early skills of language and literacy as important predictors for children's school readiness, and their later capacity to learn academic knowledge (National Early Literacy Panel, 2008). The Language and Literacy domain consists of the following strands: *Listening and Speaking, Reading and Writing.*

**Cognition and General Knowledge:** This domain includes those cognitive processes that enable all other learning to take place, as well as children's knowledge of the social and physical world. This domain is organized into the strand, Cognitive Skills and those concepts and skills in **sub-domains, Mathematics, Social Studies and Science.**

**Cognitive Skills:** This strand refers to the underlying cognitive mechanisms, skills and processes that support learning and reasoning across domains, including the development of memory, symbolic thought, reasoning and problem-solving.

- **Mathematics.** The sub-domain of mathematics encompasses the mathematical concepts and skills that children develop during the birth-to-five-year period, including children's developing understanding of number and quantity, number relationships, and basic algebraic concepts. A meta-analysis conducted by Duncan and colleagues (2007) suggests that specific early math skills such as knowledge of numbers and ordinality are important predictors of later achievement in math and reading. The Mathematics subdomain also addresses children's developing knowledge of key attributes of objects, including size and shape, and the way objects fit, are positioned, and move in space. The standards in the domain of mathematics are organized in four strands: *Number Sense, Number Relationships and Operations; Algebra; Measurement and Data; and Geometry.*
- **Social Studies.** The sub-domain of social studies includes basic skills and competencies that set the foundation for learning about concepts of social science. At a young age, children begin to develop their social identity and to think about their place in the social world. As they grow, they develop an increased awareness of their personal histories and heritage, and a sense of time and place. Through everyday interactions with children and adults, they develop an appreciation for rights and responsibility within a group, and how social rules help people in promoting safety and fairness (Mindes, 2005). Such competencies are described in the domain of Social Studies under the following strands: *History; Geography; Government; and Economics.*
- **Science.** This sub-domain focuses on children's curiosity to explore and learn about their environment. It includes behaviors of exploration and discovery, and fundamental conceptual development such as problem solving and cause and effect. These early behaviors develop into increasingly systematic inquiry skills, and the ability to observe, investigate and communicate about the natural environment, living things, and objects and materials (Gelman and Brenneman, 2004). Early competencies in science are organized in four key strands: *Science Inquiry and Application; Earth and Space Science; Physical Science; and Life Science.*

Ohio's early learning and development standards illuminate the breadth of learning and development from birth to kindergarten entry that strengthens school readiness. An understanding of learning and development in each domain guides programs and teachers as they plan developmentally appropriate learning opportunities and environments for young children. In particular, teachers can use an understanding of standards to focus on the kinds of interactions and environments that support, for example, language development or approaches toward learning. While the standards



facilitate a focused look at young children’s learning in each domain, teachers and others responsible for the care and education of young children need to keep in mind that infants, toddlers, and preschool-age children learn holistically.

Moreover, social and emotional development stands at the center of their learning. For example, as an infant or toddler builds security in a relationship with a caring adult, that child is also learning to communicate with language and to use the relationship as a secure base for practicing new movement skills and building knowledge about the world through exploration. Likewise, as preschool-age children tell stories about family experiences they are expanding their self-awareness, using their growing cognitive capacity to remember the past, and practicing narrative skills. Such examples of integrated learning are endless. In addition to providing focused looks in each domain, the standards can help us see how learning occurs in different domains at the same time.

Teachers and others can use the standards as starting points for observing and understanding young children’s learning and development. With each learning encounter teachers observe, they can refer to the standards and ask what knowledge and skills are the children gaining in the areas of language and literacy, cognition and general knowledge, social and emotional development, physical well-being and motor development, and approaches toward learning. Teachers can use their observations of integrated learning to plan new learning encounters for young children and support the building of knowledge in all essential domains of school readiness.

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**To review Ohio’s Early Learning and Development Standards, go to [www.earlychildhoodohio.org/elds.php](http://www.earlychildhoodohio.org/elds.php)**

## **CURRICULUM**

Each of the WCS center-based preschool classrooms uses a Step Up to Quality approved, research-based curriculum. Wapakoneta City Schools has selected the Assessment, Evaluation and Programming System (AEPS) curriculum. The AEPS curriculum is aligned to the State of Ohio’s Early Learning and Development Standards (ELDS). The AEPS curriculum addresses all of the ELDS developmental areas:

- Social Emotional Development
- Approaches Toward Learning
- Physical Well-being and Motor Development
- Cognitive Development and General Knowledge
- Language and Literacy





**SCREENING**

**Peer Role Models** must participate in a screening within 60 days of entrance to the preschool program. WCS uses a screening that requires parent input. Parents of peers will be asked to complete the Ages and Stages Questionnaire-3 and return to the teacher within the first 60 days of the child’s preschool program. The teacher will discuss the outcome with parents during parent teacher conferences, a phone conference or face-to-face meeting. Any student scoring below the range expected for the age of the child will be referred for additional follow-up.

**All students with special needs** have participated in an Evaluation Team Report prior to preschool entry and have been determined eligible for preschool special education services. No additional screening is required upon entry to school, as an evaluation has already identified areas of need for intervention. All students with special needs receive the supports and services per the child’s Individualized Education Program (IEP).

**ASSESSMENTS/PROGRESS REPORTS**

**Ongoing/Informal Assessment:** All Wapakoneta Preschool sites use a variety of informal assessment processes on an ongoing basis throughout the school year for all students. Ongoing assessment is the process of gathering information in the context of everyday class activities to obtain a representative picture of children’s abilities and progress.

Name of Process	Description and Supporting Evidence
Observation/Anecdotal Notes	Observation information within the context of daily activities can be used for a variety of purposes. Some observational information is recorded on state required assessments (ELA, COSF), IEP data collection forms or the curriculum-based assessment forms (AEPS) for the purpose of monitoring progress. Teachers use individual and group observations to inform instruction and adapt/customize learning opportunities within the context of the learning activity and/or for future learning.
Samples of the Child’s Work	Samples of the children’s work help teachers identify student or group learning strengths and needs. Teachers are able to use artifacts to determine if the child is progressing or needs additional support. Student work samples are a great way to document an individual child’s learning progression over time. Teachers date and save samples in a variety of ways (journals, collections, albums, and portfolios, files, etc.)
Photos or Videos of Child	Photos or videos are used to document a child’s progress and can be used to identify strengths and needs of the individual. The photos and videos are a great way to see how learning is progressing over time.





Anecdotal Verbal Information	Families and other service providers often have informal or formal conversations with teachers/assistants about the child and the child's performance/behavior. The information is valuable and can be used to document progress/inform instruction. The planning process is much more manageable when all those working with a child or group of children can discuss children individually and decide some logical next steps for the child.
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**State-Required Assessments for Students with Special Needs:** Each teacher completes two state-required assessments for each child with special needs. Parent input from the AEPS family report, parent-teacher conference and other conversations is used to support the completion of the assessments. Teachers also use information from daily interactions, observations and curriculum-based assessment to complete the state-required assessments. Results of these assessments help the state of Ohio, the district and preschool staff to monitor whether students in WCS are making progress:

- Early Childhood Outcome Summary Form (COSF)
- Early Learning Assessment (ELA)

Parents of **students with special needs** receive quarterly progress reports regarding their child's progress on IEP goals and objectives: Teachers and related service staff collect weekly data regarding the child's progress on IEP goals and objectives.

The parents of **all students** are offered the opportunity for Parent Teacher Conferences two times annually. Parent teacher conferences are scheduled according to the WCS calendar and are scheduled on the same nights as the elementary conferences. During the conference, the child's progress in relation to the ELDS, the curriculum and formal/informal assessments is discussed.

## **DISCIPLINE POLICY**

### **Overview:**

Use of appropriate behavior management/discipline policies and procedures ensure the safety, physical and emotional well-being of all individuals on the premises.

Our behavior management/discipline policy adheres to the Wapakoneta City School's behavior/discipline policies (5630.1, 5600, and 5630) and the requirements (below) set forth by our licensing agency, the Ohio Department of Education:

- Constructive, developmentally appropriate child guidance and management techniques are to be used at all times, and shall include such measures as redirection, separation from problem situations, talking with the child about the situation and positive reinforcement for appropriate behavior.
- The preschool staff members in charge of a child or group of children shall be responsible for their discipline.
- All preschool staff members shall receive a copy of the program's discipline policy for review upon employment



- The parent of the child enrolled in a center shall be provided access to the program's written discipline policy. The policy is included in the parent handbook provided upon enrollment.

### **Philosophy**

Wapakoneta preschool staff seeks to design supportive environments that guide students toward increasingly responsible and appropriate behavior. Behavior is best addressed through use of a system of positive behavior supports. Positive behavior interventions are a way to reduce challenging behaviors by increasing desirable behaviors through prevention, positive consequences and the teaching of appropriate behaviors. Use of a system of positive behavior support can help to establish a climate in which positive, desired behavior is the norm. Use of a positive behavior support system will establish the social and behavioral supports students need to grow and excel.

**Methods of discipline include but are not limited to the following positive behavior support strategies:**

- Establish a clear set of expectations.
- Teach children expectations.
- Remind children of expected behaviors immediately before an activity.
- Consistently reinforce children who follow expectations.
- Use of visual cues for behavior.
- Teach, re-teach and practice social skills.
- Use stories about the social skills and behaviors that are desired.
- Determine the function of the behavior and teach an appropriate replacement.
- When necessary, develop behavior intervention plans for students in need of individualized behavior and social support.

**As required for all preschool programs licensed by the Ohio Department of Education, Wapakoneta Preschool's methods of discipline apply to all persons on the premises and shall be restricted as follows:**

- There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
- No discipline shall be delegated to any other child.
- No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
- No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.
- No child shall be subjected to profane language, threats, derogatory remarks about himself or his family, or other verbal abuse.
- Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
- Techniques of discipline shall not humiliate, shame, or frighten a child.
- Discipline shall not include withholding food, rest or toilet use, and food shall not be used as a reward for behavior.
- Separation, when used as discipline, shall be brief in duration and appropriate to the child's age and developmental ability, and the child shall be within sight and hearing of a preschool staff member in a safe, lighted and well-ventilated space.
- The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.



**WAPAKONETA PRESCHOOL MANDATORY HEAD COUNT PROCEDURES**

1. Both teacher and assistant are responsible for knowing the number of students present at any given point in the day.
2. Anytime the class travels from one environment from another, a staff member needs to be in front of the students and one needs to be behind the students. Most choose to use a line, but a line is not required. The staff member in the front is responsible for leading the group and the staff member in the back is responsible for making sure all students remain together as they travel from one environment to the next.
3. When traveling as a class and making any transition between environments, students should be counted before leaving one environment and upon arrival to another. For example: When using the restroom, students will be counted before they leave the classroom and upon arrival to the restroom. Students will also be counted before leaving the restroom to return to the classroom. Students will also be counted before entering the classroom
4. When traveling to the playground, students will be counted before leaving the classroom and when they arrive on the playground (before allowing the children to run and play). When leaving the playground, students will gather at a designated location and be counted before entering the building. Once the students have entered the building, the students must have a designated stopping point. ANOTHER COUNT MUST OCCUR ONCE THE STUDENTS ARE IN THE BUILDING. Additionally, another count must occur before entering the classroom or restroom.
5. Anytime the staff divides the group, each staff member must know the number of students in their care. The staff member with that group of children must keep the children within their sight at all times. Counts must occur before leaving one environment and entering another.
6. During dismissal time, you must keep track of how many students you have as students are picked up by parents or placed on buses. Continue to subtract students from your count until all students have been dismissed from your care. For those taking students to the bus, you are responsible for making sure each child in your care has boarded the correct bus. If you are taking students to the parent pick up area, it is your responsibility to make sure all students have connected with the adult responsible for taking the child home.
7. If a child becomes separated from the group and is unsupervised, the staff member's direct supervisor must be immediately notified. In the event that the supervisor cannot be reached, the "other preschool supervisor" must be contacted. If neither supervisor is available, the building principal or assistant principal must be contacted. Parents must be immediately notified of the event as well. Face-to-face contact or a telephone call is the preferred method of notice for the parent. Email or third party notification is not preferred.



## **RELEASE OF STUDENT RECORDS**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students 8 years or older certain rights with respect to the student's education records. These rights, which are fully explained in the WCS Board of Education Policy and Regulations, include:

- The right to inspect and review the student's education records.
- The right to request the amendment of student's education records that are believed to be inaccurate and right to a hearing if the request is not honored.
- The right to file a complaint with the U.S. Department of Education regarding an alleged violation of FERPA.
- The right to consent to the disclosure of personally identifiable information within the student records, unless disclosure is otherwise authorized by law or unless disclosure is made to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school is 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.
- The following is designated as "directory information," which may be disclosed without prior written consent as student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, height and weight, if a member of an athletic team, dates of attendance, date of graduation, and rewards received.

Parents have the right to submit a written request to the Communication Department, preferably within two weeks after the first day the student is enrolled in a school year, directing the district not to release directory information concerning their child to third parties. Examples of third parties include PTO's, Booster organization and the media. According to Ohio Revised Code, public schools are prohibited from releasing directory information to third parties who intend to use the information for profit-making ventures. The written request or any questions should be directed to the WCS District Board of Education at 1102 Gardenia Drive, Wapakoneta, Ohio 45895. Phone: 419-739-2900.

## **CHILD ABUSE AND NEGLECT REPORTING**

As required by law, all school employees and administrators must immediately report any suspicions of abuse or neglect to the County Children Services Board in the county in which the suspected abuse or neglect is occurring or has occurred. The Preschool Supervisor shall be made aware of suspected abuse or neglect.

Ohio Revised Code Section 2151.421 states, "Any attorney, physician (including a hospital intern or resident), dentist, podiatrist, practitioner of a limited branch of medicine or surgery as defined in Section 4731.15 of the Revised Code, registered or licensed practical nurse, visiting nurse, or other health care professional, licensed psychologist, speech pathologist or audiologist, coroner, administrator or employee of a child day-care center, or administrator or employee of a certified child care agency or other public or private children services agency, school teacher or school authority, social worker, or person rendering spiritual treatment through prayer in accordance with



the tenets or a well-recognized religion, acting in his official or professional capacity, having reason to believe that a child less than eighteen years of age or any crippled or otherwise physically or mentally handicapped child under twenty-one years of age has suffered any wound, injury, disability, or condition of such a nature as to reasonably indicate abuse or neglect of the child, shall immediately report or cause reports to be made of such information to the children services board or the county department of human services exercising the children services function, or a municipal or county peace officer in the county which the child resides or in which the abuse or neglect is occurring or has occurred."

### **MISSING CHILD LAW REPORTING**

Ohio Revised Code Section 9.55.3 states "The third requirement of the Missing Child Law is the requirement that school administrators report to the police any child who is admitted to the schools of the district who has not presented acceptable birth documentation or copies of his previous school records. Within twenty-four hours of a child's entry into a school, the school administration must request the student's records from the public or non-public school he most recently attended. If school records or a birth certificate are not produced within fourteen days, or if the school claimed as the school of previous attendance has no record of the student's attendance, the principal must report to the law enforcement agency having jurisdiction in the area where the child resides that the student may be a missing child.

In order to facilitate the enforcement of the Missing Child Law, and to assist in other aspects of school administration, the law requires each entering student to provide, in addition to the above, a certified copy of any child custody order or decree which has been issued with respect to the student. The custodial parent of such a student must also provide the board with certified copies of any later court orders which modify the original custody order or decree."

### **COMPLAINT PROCEDURES**

All complaints and reports concerning the operation of programs regulated by the chapter of the Administrative Code and sections 3301.52 to 3301.59 of the Revised Code may be reported to the department ombudsman (614) 644-6338. Parents may also request copies of inspection reports of the program from the child's classroom teacher or the Preschool Director.

