



RESOURCES • OPPORTUNITIES • ACHIEVEMENT • READINESS

Before and After School Program

Staff Handbook

◆ High School

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Mid Ohio ESC Board Approved: TBD

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Galion City Schools Are Equal-Opportunity Employers

It is the policy of the Galion City Schools Board of Education that the best-qualified applicant shall be selected for each position without regard to race, color, religion, national origin, age, sex, marital status, political affiliation, disabling, or military status. No person shall be denied employment solely because of any impairment unrelated to the ability to participate in activities in the position or program for which the application has been made.

Dates Of Operation

Monday, October 6, 2025 - Friday, April 10, 2026

Hours of Operation

Galion High School

Mornings - Monday - Friday 6:15 - 7:15 am

Afternoons - Monday - Thursday 2:30 - 4:30 pm

Site Coordinator: Isaac Keinath

Program Vision

To fill in gaps, enrich when needed, and explore career options.

Program Goals and Philosophy

The program aims to help students graduate by equipping them with the necessary skills in a safe, supportive environment. Licensed teachers or qualified adults will accomplish this through small group and individual tutoring. We aim to provide various activities, including academic, social-emotional, youth development, and enrichment opportunities.

Galion City Schools' ROAR Program focuses on increasing student achievement in math/reading and building positive youth development. The program will be divided into the following focus areas: homework support; individual or small group tutoring focused on academic needs and data review to be aligned with educational standards; and Project Based Learning (PBL) activities which will include STEAM (Science, Technology, Engineering, Arts, and Math). The program also promotes family involvement/literacy and engagement with your child's learning through support with community partners.

The ROAR program is funded by 21st Century Grant funds and managed by the Mid-Ohio ESC in a client-contractor arrangement. As the client, Galion City Schools expects MOESC to follow the guidelines, goals, and procedures outlined in this document and other documents.

Purpose

Increase parental communication with their children & provide parents with helpful strategies for raising an elementary student.

ROAR offers students a broad array of activities that are intended to complement regular academic programs; and offers engagement events to the families of participating children.

ROAR recruits and enrolls students who need assistance in literacy and math. Those students who enroll do so at no cost to the parent or guardian.

ROAR is an ideal forum for building youth reading, math, and technology skills needed to become a successful citizen in the future.

ROAR Alignment

Academics

Academic Improvement Software, Math/Reading, Tutoring, Homework Assistance, Community Service, and Youth Development.

The Galion ROAR Program focuses on addressing students with the greatest need of academic support to improve academic achievement in math/reading and build positive social skills. The afternoon will be divided into focus areas: homework support; individual or small group tutoring focused on academic needs and data review; and Project Based Learning (PBL) activities, including STEM activities. The program also promotes family involvement/literacy and engagement with your child's learning through support with community partners. Morning sessions focus on academic support and career based learning.

Community Service

Students have an opportunity to give back to the community.

ROAR will provide opportunities to produce productive community members who take pride in their volunteer work.

Health and Wellness

Building Student Assets and Empowerment

ROAR will promote positive youth development and increase students' developmental assets by providing opportunities for skill-based enrichment and service learning. Outdoor activities and significant motor activities are included daily.

21st Century Skills

Technology skills, communication skills, social skills

ROAR will provide a 21st-century education to ensure that every student has the opportunity to succeed in a global workforce and as a citizen.

Calendar and Expectations

Flexibility & Consistency

- A healthy snack and significant motor activities will be offered each day.
- Please note: A combination of the next group may be set up as stations.
- tutoring and homework support will be offered each day. Student's learning plans are sent home quarterly.
- Weekly programming will also focus on project-based learning modules. The PBL modules will integrate math, reading, and STEAM (science, tech, engineering, art, and math) activities.
- Tutors and program assistants will support the students with tutoring and homework completion.
- After school tutors are responsible for addressing individual student needs within their lesson plans.
- Academic data available from the school district will be used to plan small group and individual instructional time. Set schedules are available each week. Students will be grouped in grade-level groups or on an as-needed basis for academic support.

Special Events

- These will be scheduled in advance as available.

Attendance, Snack, and Dismissal Procedures

Attendance will be taken, and a snack will be offered at the beginning of each session.

At the end of the day, students will go directly to the cafeteria. They will come to the program with their end-of-school-day items, such as backpacks, jackets, homework, and any other items that need to go home. They are not permitted to go back to their classroom during ROAR.

All students are required to wash their hands before snack. A bathroom break is provided at this time. Group leaders should sit with and monitor students at snack after taking attendance. One student per table should be chosen to clean the table (top and floor).

Ratios (1:20) or less will be maintained at all times. No students should leave the gym without permission (Restroom breaks will occur as a group or individually as emergencies).

Attendance Incentives

Such incentives will be part of the program. Various incentives will include special events, certificates, and rewards. Parents will be informed of the details (when and what for each incentive).

Dismissal Procedures

Students will go home by 4:30 PM for High School

- Walking students will sign out and be released.
- Parents picking up students will come to the door to meet their child. Staff will sign out the student when a parent or caregiver is present.

General Guidelines

- Please be in the gym by 2:25 PM for High School. Attendance sheets will be kept for the Galion City Schools Food Services records and per grant requirements.
- Sit with your group during snack and engage in conversation with students.
- Make sure students are at their table and cleaning up after themselves.

Field Trip Consent Forms

- Students will be transported by bus or will walk (within walking distance) to all field trips.
- Any student unable to attend the field trip may still attend ROAR and be monitored by a staff member.
- Any special arrangements will be made between the site coordinator and parents. All permission forms will be copied for the site coordinators before the group leaves.

Missing, Absent, or No Shows

- The Site Coordinator or another adult will make contact at home. Daily attendance sheets will also be used to check students' absences/early dismissal.

Student Supervision

- ROAR Staff Student Ratio is 1:20 for High school.
- Students may use the restroom to run errands alone or in a group of two or more as long as they are within sight or hearing distance of an adult.
- Outside: Students must be close enough to be summoned by an adult without the adult leaving the group.
- Students will never be left alone.

Child Abuse

- All staff are required by law to report any suspected child abuse.

Volunteers

- Students or groups of students may join all volunteers at any time.

ROAR Information

- Parents are kept apprised of ROAR related information via FinalForms notifications, monthly newsletters and family engagement events.

Emergencies

In case of an emergency

The program has several procedures to follow if an emergency occurs while a child attends the program. In the event of a fire or tornado, staff would follow the written instructions posted in each classroom, describing emergency evacuation routes and the procedures to be followed to ensure that children arrive at the designated "safe spot."

GCSD uses the Centegix Crisis Alert Program, which allows staff to call for help immediately in an emergency. Parents will only sometimes be alerted when this system is used, but they must know that ROAR staff have this capability.

Reporting Accidents

Teachers should follow the steps prescribed by the Galion City School. Accident Report sheets available on the staff clipboards and in the Site Coordinator's office. In case of accidents involving teachers or students, a report should also be filled out. A copy of the accident form must be sent home with the student.

Parent Consent

All after-school students must have a consent form on file for emergency purposes. Students serviced are between ages 13 and 17 and currently in 9th through 12th grade.

Time Sheets and Requirements

Timesheets are to be filled out daily. The Coordinators will keep them and turn them in weekly to the Program Manager.

Family Engagement Events

There will be planned family engagement events we encourage all families to participate in. These events will align with district provided family events. There will be a sign-in sheet for all ROAR related family members to sign and information pertaining to these events will be shared with families in advance via FinalForms, district communication and monthly newsletters.

Data Access and Review

Software assisted academic support, homework support, and tutoring will take place daily. A minimum of 2 hours of reading and math are offered each week. The staff members will lead the programs. Staff tutors will use individual student data to inform instruction. This kind of data includes:

- OST results
- Benchmark/STAR/Acadience
- Progress monitoring/STAR/Acadience
- Attendance and student discipline data

Recognition Plan

It is important to recognize staff efforts regularly so they feel appreciated. Staff members are given small tokens of appreciation, including, but not limited to, certificates of appreciation, program T-shirts, and regular positive affirmations at program events.

Code of Conduct

This program follows Policy 5500, Student Code of Conduct. The program's discipline policy extends the Galion City Schools Student Code of Conduct (Policy 5500). Our guiding philosophy is that children need clear limits set in ways that do not negatively influence their self-esteem. The after-school program outlines these expectations in a Children's Rights and Responsibility code. Limits are set to protect each child from hurting him/herself and others. The goal is for each child to become problem solvers and conflict resolvers. Constructive, developmentally appropriate child guidance and management techniques will be used at all times and shall include measures such as redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior.

Children's Rights and Responsibilities (see below) have been established and are posted at each site. Discipline problems will be handled through redirection, conflict resolution or other non-threatening manners. On those rare occasions when further discipline is necessary, the following steps will be taken:

1. Parents will be asked to discuss Children's Rights and Responsibilities with their child
2. Site-Coordinator/Child conference
3. Site-Coordinator/Parent/Child Conference
4. Site-Coordinator/Program Manager/Parent/Child Conference

The ROAR Site Coordinator can initiate investigations and issue consequences when violating the Student Code of Conduct. These consequences can include:

1. Time outs
2. Removal from events
3. Removal from the program for a short or extended period of time
4. Complete removal from the program

Children's Rights

Every child in the program has the RIGHT:

- To be happy and treated with kindness
- To be treated fairly
- To be safe
- To hear and be heard and have their opinions and desires considered
- To participate in all activities

Children's Responsibilities

- To honor others and their feelings. For example, they will not laugh at or ignore the other people in the program.
- To treat others fairly and they will treat other people like they expect to be treated.
- To keep others safe, they will not hit, kick, push, pinch, or shove anyone.
- To listen when others are speaking and speak respectfully to others.
- To participate in activities and encourage others to participate with them.

Investigations

The Site Coordinator is responsible for investigating allegations of Student Code of Conduct violation. For access to building cameras, Site Coordinators can request footage from building principals that may assist in investigations.

Title IX allegations will follow the published investigation process listed in Board policy.

Positive Behavior Interventions and Supports (PBIS) Overview

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occur. Attention is focused on creating and sustaining primary (school-wide), secondary (targeted group or simple individual plans), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

Discipline Policy

The program's discipline policy extends the established school rules and regulations. Our guiding philosophy is that children need clear limits set in ways that do not negatively influence their self-esteem. In the after-school program, these expectations are outlined explicitly in a Children's Rights and Responsibility code. Limits are set to protect each child from hurting him/herself and others. The goal is for each child to become problem solvers and conflict resolvers. Constructive, developmentally appropriate child guidance and management techniques will be used at all times and shall include measures such as redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior.

See ODE SACC rule 09-Discipline 10-Policies and Procedures

PBIS at ROAR Schools

Positive Behavioral Interventions and Supports (PBIS) aim to provide a clear system for all expected behaviors at our schools. While many faculty and students may have assumptions about what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

Behavioral Expectations

The behavioral expectations are taught to all students in the building and are taught in real contexts. Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Specific behavioral examples are:

Each learning environment has specific expectations for students to ensure a safe and orderly operation of that environment. Individual classroom expectations and/or rules will be consistent with the PBIS philosophy for the building.

FERPA - Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable U.S. Department of Education program. FERPA gives parents certain rights concerning their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are only required to provide copies of documents if, for reasons such as great distance, parents or eligible students can't review the records. Schools may charge a fee for copies.

Parents or eligible students can request that a school correct records they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920