

ADAMS COUNTY/OHIO VALLEY SCHOOL DISTRICT

TEACHER HANDBOOK

2011-2012

ADAMS COUNTY/OHIO VALLEY SCHOOL DISTRICT
TEACHER HANDBOOK

Table of Contents

SECTION ONE

Central Office Staff Directory	1
School Calendar	2
2011-12 Nine Week & Interim Reporting	3
Textbook Adoptions/Publishers.....	4-7

SECTION TWO

Accidents Involving Students	8
Student Attendance Accounting	8-9
Chain of Command.....	9
Discipline	9
Custodial Services.....	9
Dangerous Conditions.....	10
Field Trips.....	10
Classroom and Building Maintenance	10
Public Relations	10
Teacher Absence.....	10
Professional Day Leave	11
Teacher Work Day	11
Issuing Textbooks.....	11
Visitors at School.....	11
Interim Reports	11
Unsupervised Students.....	11-12
Lessons Plans and Gradebooks.....	12
Grading	12-14
Handwriting	14
Language Arts.....	14
Child Abuse	14-15
Standards Based Education Program	15
Purchasing Procedures	15
Cell Phone Usage.....	15
Policies.....	15
Writing Process – Grades K-12	16

SECTION THREE

Graduation Requirements	17-18
Curriculum Guides/Course Outlines.....	19
Integrated Pest Management.....	20-25
Employee Alcohol and Other Drugs.....	26-28
Staff Conduct	29
Hazing & Bullying.....	30-36
Staff & Student Relationships.....	37-38
Food Service – Pricing of Adult Meals.....	39
Textbook Request Form.....	40
Textbook Inventory.....	41

SECTION FOUR (Individualized Building Policies & Information)

SECTION ONE

ADAMS COUNTY/OHIO VALLEY SCHOOL DISTRICT

Telephone – 937/544-5586

Fax – 937/544-3720

Board of Education

Michael Hughes, President
Kent Bauman, Vice-President
Charalena Bess, Member
Judy Campbell, Member
Tim Naylor, Member

Superintendent's Office

Rodney A. Wallace, Superintendent
Steve Wolfe, Facilities Manager
Joe Wills, Personnel Director/Truancy/Public Preschool
Mary Jo Wallace, Administrative Secretary
Phyllis Wolford, Personnel Secretary

Treasurer's Office

Tina Hageman, Treasurer
Mary Beth Louderback, Assistant Treasurer
Neta Nixon, Payroll Coordinator
Noelle Kell, Account Clerk
April Stapleton, Account Clerk

Administrative Services

Lisa Toole, Curriculum Consultant
Marketta Lawhorn, Director of Technology
Eddie Butcher, Systems Manager
Robin Lucas, Supervisor-State & Federal Programs
Krys Hess, Food Service Supervisor
Karen Young, Testing Coord.& Supervisor-Gifted Program
Laurel Hamilton, Special Education Supervisor
Jean Gulley, Psychologist
Mary Kamphaus, Psychologist
Tracy Spires, Psychologist
Regina Bennington, Title I Secretary
Connie Courtright, Food Service Secretary
Linda Nichols, Curriculum/Business Secretary
Rita Harper, Special Education Secretary

General Disclaimer – Should the Ohio Revised Code, Ohio Department of Education, or the Adams County/Ohio Valley Board of Education adopt new law or administrative rules, the rules and regulations of the ACOVSD Teacher Handbook are secondary to the above mentioned agencies. ACOVSD Policy is superior to the Teacher Handbook and any changes made in board policy will be followed if there is a conflict between the policy and the student handbook.

District Website
<http://www.ohiovalley.k12.oh.us>

**ADAMS COUNTY/OHIO VALLEY SCHOOL DISTRICT
2011-2012 School Calendar**

Monday, August 15	District Inservice – <i>No School</i>
Tuesday, August 16	District Inservice – <i>No School</i>
Wednesday, August 17	First Day of Classes
Monday, September 5	Labor Day – <i>No School</i>
Monday, October 10	Columbus Day – <i>No School</i>
Friday, October 21	Waiver Day – <i>No School</i>
Friday, November 11	Veterans’ Day – <i>No School</i>
Wednesday, November 23	First Day of Thanksgiving Break – <i>No School</i> (In lieu of PT Conf.)
Tuesday, November 29	First Day Back from Thanksgiving Break
Thursday, December 22	First Day of Christmas Break – <i>No School</i>
Tuesday, January 3	First Day Back from Christmas Break
Monday, January 16	Martin Luther King, Jr. Day – <i>No School</i>
Monday, February 20	Presidents’ Day – <i>No School</i>
Thursday, April 5	First Day of Spring Break – <i>No School</i> (In lieu of P-T Conf.)
Tuesday, April 10	First Day Back from Spring Break
Friday, May 18	Last Day of School
<i>Monday, May 21</i>	<i>Make-up Day Pursuant to Am Sub. H.B. 638</i>
<i>Tuesday, May 22</i>	<i>Make-up Day Pursuant to Am Sub. H.B. 638</i>
<i>Wednesday, May 23</i>	<i>Make-up Day Pursuant to Am Sub. H.B. 638</i>
<i>Thursday, May 24</i>	<i>Make-up Day Pursuant to Am Sub. H.B. 638</i>
<i>Friday, May 25</i>	<i>Make-up Day Pursuant to Am Sub. H.B. 638</i>

	Days Due	Inservice	Early Dismissals
August	11	2	September 15 TBT/Interims
September	21	1	<i>October 25 Grades</i>
October	19		November 22 TBT/Interims
November	17		<i>January 10 Grades</i>
December	15		February 9 TBT/Interims
January	20		<i>March 13 Grades</i>
February	20		April 12 TBT/Interims
March	22		<i>May 18 Grades</i>
April	18		
May	<u>14</u>	— — — —	TBT meetings will be announced
	177	2 + 2 P-T Conferences = 4	by the BLT for the following months Oct., Jan., March, May

Adopted October 25, 2010

**2011-2012
GRADING PERIOD
&
INTERIM REPORTS**

Interim Reports to be sent home – September 16, 2011

End of 1st Grading Period – October 20, 2011

Reports Cards to be sent home no later than October 28, 2011

Days Due for Students

August - 11 Days Due

September - 21 Days Due

October - 13 Days Due

1st Grading Period 45 Days Due

Interim Reports to be sent home – November 29, 2011

End of 2nd Grading Period – January 6, 2012

Reports Cards to be sent home no later than January 13, 2012

Days Due for Students

October - 6 Days Due

November - 17 Days Due

December - 15 Days Due

January - 4 Days Due

2nd Grading Period 42 Days Due

Interim Reports to be sent home – February 10, 2012

End of 3rd Grading Period – March 9, 2012

Reports Cards to be sent home no later than March 16, 2012

Days Due for Students

January - 16 Days Due

February - 20 Days Due

March- 7 Days Due

3rd Grading Period 43 Days Due

Interim Reports to be sent home – April 13, 2012

End of 4th Grading Period – May 18, 2012

Reports Cards to be sent home/picked up no later than June 1, 2012

Days Due for Students

March - 15 Days Due

April - 18 Days Due

May - 14 Days Due

4th Grading Period 47 Days Due

Total Days Due = 177 for Students

Total Days Due = 182 for Teachers (2 In-service Days) (2 P/T Conferences)

District In-Service Days August 15 & 16, 2011

1/25/2011

TEXTBOOKS for Grades K-6

Social Studies, 2007 – Harcourt

Grade 1 – “Child’s View” (Ohio) 015-353079-0	=	\$	37.65
Grade 2 – “People We Know” (Ohio) 015-353080-4	=		37.65
Grade 3 – “Our Communities” (Ohio) 015-353081-2	=		43.80
Grade 4 – Ohio History 015-348580-9	=		38.94*
Grade 5 – US History 015-353082-0	=		45.60*
Grade 6 – Ancient Civilization 015-336822-5	=		41.96*
World Regions 015-356683-3	=		41.96*

Your Health – 2003 (Harcourt)

Grade 2 (0-15-334301-X)	=	\$ 26.40
Grade 3 (0-15-334302-8)	=	30.77
Grade 4 (0-15-334303-6)	=	32.95
Grade 5 (0-15-334304-4)	=	34.90
Grade 6 (0-15-334305-2)	=	36.99

Science – Scott Foresman, 2006

Grade 1 (0-328-15047-9)	=	\$ 38.25
Grade 2 (0-328-15048-7)	=	41.20
Grade 3 (0-328-15049-5)	=	41.20
Grade 4 (0-328-15050-9)	=	42.18*
Grade 5 (0-328-15051-7)	=	42.18*
Grade 6 (0-328-15052-5)	=	46.95

Math Connects – 2009 (Macmillan/McGraw)

Kindergarten – Volume 1 (0-02-105723-0)	=	\$ 9.88*
Volume 2 (0-02-105724-9)	=	9.88*
Grade 1 – Volume 1 (0-02-105725-7)	=	14.44*
Volume 2 (0-02-105726-5)	=	14.44*
Grade 2 – Volume 1 (0-02-105727-3)	=	14.44*
Volume 2 (0-02-105728-1)	=	14.44*
Grade 3 (0-02-105732-X)	=	44.70*
Grade 4 (0-02-105733-8)	=	44.70*
Grade 5 (0-02-106024-X)	=	49.40*
Grade 6 – Math Connects C1 (0-07-874042-8)	=	50.27*

Music – Silver Burdett, 2005

Grade 1 (0-382-36569-0)	=	\$28.50*
Grade 2 (0-382-36570-4)	=	31.00*
Grade 3 (0-382-36571-2)	=	31.00*
Grade 4 (0-382-36572-0)	=	31.00*
Grade 5 (0-382-36573-9)	=	31.00*
Grade 6 (0-382-36574-7)	=	28.50*

Trophies 2003, Reading (Harcourt)

Grade 1, Level 1-1 – “Guess Who”? (0-15-322469-X)	=	\$ 21.39
Grade 1, Level 1-2 – “Catch a Dream” (0-15-322470-3)	=	21.39
Grade 1, Level 1-3 – “Here and There” (0-15-322471-1)	=	22.50
Grade 1, Level 1-4 – “Time Together” (0-15-322472-X)	=	22.50
Grade 1, Level 1-5 – “Gather Around” (0-15-322473-8)	=	24.66
Grade 2, Level 2-1 – “Just For You” (0-15-322474-6)	=	29.45
Grade 2, Level 2-2 – “Banner Days” (0-15-322475-4)	=	25.25
Grade 3, Level 3-1 – “Changing Patterns” (0-15-322476-2)	=	22.26*
Grade 3, Level 3-2 – “On Your Mark” (0-15-322477-0)	=	30.78*
Grade 4 – “Lead the Way” (0-15-322478-9)	=	41.15
Grade 5 – “Distant Voyages” (0-15-322479-7)	=	34.40*
Grade 6 – “Timeless Treasures” (0-15-322480-0)	=	46.98

* Used book cost

(updated 6/9/11)

TEXTBOOKS for Grades 7-12
May 31, 2011 (updated)

ART

<u>Cost</u>	<u>Title w/ISBN#</u>	<u>Company</u>	<u>Copyright</u>
\$47.97	Art Talk (0-02-662434-6)	Glencoe	2000
\$47.97	Art in Focus (0-02-662408-7)	Glencoe	2000
\$44.95	Basic Drama Project (0-7569-1640-2)	Perfection Learning	2004

BUSINESS

\$72.50	Century 21 Accounting (0-538-44756-7)	Cengage Learning	2009
*\$47.88	Intro to Business (0-07-874768-6)	Glencoe	2008
*\$44.28	Keeping Financial Records (0-538-44153-4) (10 th)	Thomson (S/W)	2006
\$65.00	Comp. Application/Keyboarding (9 th) (0-538-55906-3)	Cengage Learning	2010
*\$40.58	Managing Your Personal Finance (0-538-44175-5)	Thomson/SW	2006
\$56.46	Understanding Business/Personal Law (07-861878-9)	Glencoe	2006

CAREER/Agriculture

\$95.75	Ornamental Horticulture (0-7668-1417-3) (3 rd Edition)	Thomson (Delmar)	2004
*\$32.50	The Science of Animals (0-8273-8612-5)	ITP	2000
\$95.50	Agriscience: Fund/Applications (1-4018-5962-3) (4 th)	Thomson (Delmar)	2007
\$88.25	Modern Livestock (1-4018-2737-3) (7 th)	Thomson (Delmar)	2004

CAREER/Vocational

\$38.97	Culinary Essentials (0-07-822609-0)	Glencoe	2002
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COMPUTER STUDIES

\$69.25	Microsoft Office Intro (1-423-90398-6)	Cengage Learning	2007
\$92.25	Microsoft Office Advanced (1-418-84333-4)	Cengage Learning	2007

CONSUMER SCIENCE

\$41.67	Discovering Life Skills (8 th Gr.) 0-07-888468-3	Glencoe	2010
\$47.97	Consumer Education/Economics (0-07-876780-6)	Glencoe	2008
\$45.48	Developing Child (The) 0-07-888360-1	Glencoe	2010
\$48.00	Families Today (0-07-880662-3)	Glencoe	2009
\$44.97	Food, Nutrition & Wellness (0-07-880663-1)	Glencoe	2010
\$47.49	Food for Today (0-07-888366-0)	Glencoe	2010
\$47.97	Learning for Earning (978-1-59070-946-7)	Goodheart-Willcox	2009
*\$29.45	Shaping Your Future (0-02-637967-8)	Glencoe	2000

*Used book cost

FOREIGN LANGUAGE

<u>Cost</u>	<u>Title w/ISBN#</u>	<u>Company</u>	<u>Copyright</u>
*\$28.31	Intro Como te va? (Middle School) 0-07-876971-X	Glencoe	2007
\$69.97	Realidades 1 (0-13-369172-1)	Prentice Hall	2011
\$69.97	Realidades 2 (0-13-369173-X)	Prentice Hall	2011
\$69.97	Realidades 3 (0-13-369175-6)	Prentice Hall	2011

HEALTH

\$58.98	Glencoe Health (Jr. High) 0-07-872654-9	Glencoe	2007
*\$51.40	Health & Wellness (9 th Gr.) 0-07-830861-5	Glencoe	2005
*\$37.62	Concepts of Athletic Training (0-7637-4820-X)	Jones/Bartlett	2005
\$75.75	Intro to Sports Medicine/Athletic Tr. (1-4018-1199-X)	Cengage (Thomson)	2004

LANGUAGE ARTS

*\$59.76	The Language of Literature – Gr. 7 (0-618-13662-2)	McDougal Littell	2002
*\$59.76	The Language of Literature – Gr. 8 (0-618-13663-0)	McDougal Littell	2002
*\$60.81	The Language of Literature – Gr. 9 (0-618-17034-0)	McDougal Littell	2002
*\$55.65	The Language of Literature – Gr. 10 (0-618-17040-5)	McDougal Littell	2002
*\$52.00	The Language of Literature – Gr. 11 (0-618-17047-2)	McDougal Littell	2002
*\$57.65	The Language of Literature – Gr. 12 (0-618-17075-8)	McDougal Littell	2002
\$36.40	The Norton Reader (0-393-97383-2 AP)	Norton	2000

MATHEMATICS

*\$46.12	Middle School Math Course 2 (7 th) 0-03-065054-2	Holt	2004
\$31.70	Middle School Math Course 3 (8 th) 0-03-065179-4	Holt	2004
*\$50.16	Math Matters 1 (0-07-868174-X)	Glencoe/McGraw	2006
*\$50.16	Math Matters 2 (0-07-868176-6)	Glencoe/McGraw	2006
\$61.47	Math Matters 3 (0-07-868178-2)	Glencoe/McGraw	2006
*\$54.15	Algebra I (0-618-25018-2)	McDougal/Littell	2004
\$60.00	Algebra II (0-618-25020-4)	McDougal/Littell	2004
*\$48.23	Geometry (0-618-25022-0)	McDougal/Littell	2004
*\$89.30	Pre-Calculus (0-618-31435-0)	H/M	2004
\$92.75	A.P. Calculus (0-495-11337-9)	Thomson	2007
\$84.47	Calculus (0-13-2014084)	Prentice Hall	2007
\$35.00	Foundations for College Mathematics	Red Book Publishing	2000

*Used book cost

MUSIC

<u>Cost</u>	<u>Title w/ISBN#</u>	<u>Company</u>	<u>Copyright</u>
\$55.15	Making Music – Gr. 7 (0-382-36575-5)	Silver Burdett	2005
\$55.15	Making Music – Gr. 8 (0-382-36576-3)	Silver Burdett	2005

SCIENCE

\$75.97	Science Interactive (Jr. High-7th)	Pearson	2011
\$75.97	Science Interactive (Jr. High-8th) 0-13-318430-3	Pearson	2011
\$66.47	Earth Science (0-13-125852-4)	Prentice Hall	2006
\$56.00	Environmental Science (9 th Gr.) 0-03-078136-1	Holt	2008
\$61.98	Physical Science w/Earth Science (9 th) 0-07-868554-0	Glencoe/McGraw	2006
\$81.47	Biology (9th Gr.) 0-13-366951-3	Pearson	2010
\$62.47	Biology (10 th Gr.) 0-13-036701-X	Prentice Hall	2004
\$90.75	Botany (Plant Biology) 0-534-38061-1	Thomson	2006
*\$52.80	Chemistry (0-13-115262-9)	Prentice Hall	2005
*\$55.00	Chemistry (The Central Science –AP) 0-13-533480-2	Prentice Hall	1997
\$64.97	Conceptual Physics (0-13-166301-1)	Prentice Hall	2006
\$91.00	Human Anatomy & Physiology (0-07-320481-1)	Glencoe/McGraw	2006
*\$65.80	Zoology (0-07-293355-0)	Glencoe/McGraw	2005

SOCIAL STUDIES

*\$69.19	World History (Ancient-Early Modern Times) (0-547-12414-7) (Ohio Edition – 7 th grade)	McDougal Littell	2008
*\$65.31	American History (Beginnings-Reconstruction) (0-618-92165-6) (Ohio Edition – 8 th grade)	McDougal Littell	2008
\$76.44	Modern World History (Patterns of Interaction) (0-618-92335-7) (Ohio Edition – 9 th grade)	McDougal Littell	2008
*\$77.12	The American Reconstruction to the 21 st Century (0-618-88856-X) (Ohio Edition – 10 th grade)	McDougal Littell	2008
*\$82.95	World Geography Today (0-030-93419-2)	Houghton/Mifflin	2008
\$70.98	U. S. Government (Democracy/Action) (SSIII) (0-07-874762-7) (11 th grade)	Glencoe	2008
\$67.98	Psychology (Understanding) (0-07-874517-9)	Glencoe	2008
\$67.50	Sociology and You (0-07-874519-5)	Glencoe	2008
*\$40.80	Civics Responsibilities/Citizenship (0-07-825081-1)	Glencoe	2002
*\$56.62	Economics Principles/Practices (0-07-874764-3)	Glencoe	2008

~New Books (2011-2012) - BOLD

*Used book cost

Updated 6/2011

SECTION TWO

I. Accidents Involving Students.

When a student is involved in a situation where physical injury has occurred, an accident report must be filled out and filed in the school office. This is very important. We must have a written record of the incident on file in the office.

Accidents can be categorized into three types. They include accidents which are minor; accidents of concern; and serious accidents. A minor accident is one that the classroom teacher can handle without the aid of the school office. Accidents of concern are those situations in which immediate first aid is necessary. This would include treating cuts and scrapes or the use of ice on a bump. The school office should be informed of this type of accident. Serious accidents are those situations where the immediate health and safety of a student is of grave concern. The school office should be informed immediately. The proper medical attention will be determined and secured as soon as possible. In all serious accidents, a report must be made by the supervising teacher.

II. Student Attendance Accounting

Teachers are responsible for maintaining accurate attendance records for each student that is assigned to them.

- A. Maintain daily absence reports. This report should be sent to the office immediately each day and filed electronically.
- B. Report consecutive absences as this is needed for compliance with the Missing Child Law.
- C. Report unexcused absences.
 - 1. Students will not be excused from school except in cases of emergencies.
 - 2. Partial Day Absence: Absences of one hour to one-half day during any part of the student day shall constitute one-half day absence.
 - 3. If you question an excuse, please make the office aware of the situation.

Steps for Students to Follow When Returning to School from Absence

- 1. Have parent or guardian write an excuse giving name, date, days of absence and specific reasons for absence. Bring the excuse to school the first day they return.
- 2. Show the admission slip to classroom teacher. In buildings where classes are not self – contained, the admission slip is signed by all teachers. Return the signed and completed slip to homeroom teacher.
- 3. Upon returning from an unexcused absence it is the responsibility of the student and/or parent to immediately contact the teacher(s) about make-up work. A student must make up work as required by the teacher within a time period of twice the number of school days of absences. Grades will reflect absences if a student does not get the work made up. (See grading regulations.)

4. The following reasons for absences from the school program are valid:

- Illness, injurious accident, contagious disease.
- Serious illness or death in the immediate family.
- Emergency medical or dental attention.
- Authorized religious holidays.
- Absences approved one-week in advance by the school principal (registration for draft, job interview, college visitation, etc.)

D. Maintain a file of written excuses from parents. An absence with no written excuse is unexcused.

E. Be attentive to students accumulating excessive absences, and report these to the office.

III. Chain of Command

A. Teachers with problems contact principal.

B. Principals with problems contact superintendent.

C. Superintendent contacts Board of Education.

D. Parents should first contact teacher, then principal, then superintendent, then Board of Education.

IV. Discipline

The Board of Education and administration have been very supportive of School personnel concerning discipline and control. It is important that we realize that discipline is not punishment. Discipline is a controlled and orderly approach or procedure in reaching our aims and goals. Punishment occurs when discipline breaks down or is nonexistent. A well-prepared, confident teacher needs punishment for a very few. Good organization and routine will keep many situations from becoming a problem.

We have a very effective and thoughtful discipline policy. The key to effective discipline is be consistent and consistently reinforce appropriate behavior.

V. Custodial Services

If you are in need of custodial services, please follow established building protocol.

VI. Dangerous Conditions

Each staff member must report to the school office any potential safety hazard that has been observed either in the classroom, school building, or property that may affect our staff or student. Please do this in writing and through Public School Works.

VII. Field Trips

Field trips should be an educational activity which is an extension of specific goals and topics studied in the classroom. Field trips where the use of a bus is necessary will be granted according to district finances. All trips must be approved by the building principal. The Emergency Medical Authorization Forms must be taken with you on all trips. A request for a field trip should be made at least ten school days prior to the trip, on the field trip request form available in the office. A passenger list is to be left in the office. A seating chart should be left in the office and a copy also handed to the driver.

VIII. Classroom and Building Maintenance

We are building a strong maintenance program, but it can be no stronger than the individual interest displayed by each faculty member. Please help:

- A. Discourage writing on walls, desks and bulletin boards.
- B. In adverse weather, have students clean feet if necessary. When the play area is muddy, use the blacktop. This will help eliminate mud and snow from inside the building.
- C. Start off early in restroom care. Please review good restroom manners with your students and check restrooms often.
- D. Floors should be free of waste paper when students go home each night.
- E. Report all needed maintenance through Public School Works on the district website, www.ovsd.us

IX. Public Relations

This is an area that requires a total staff effort. A very positive relationship with our community can only exist if the feeling of openness and willingness to communicate is continually made known. Parents are encouraged to visit and to contact the school anytime they have a concern about the progress of their child. Likewise, teachers should contact parents with their concerns about conduct or progress at anytime.

X. Teacher Absence

Please let the principal know as soon as possible when sick leave is necessary, as getting a substitute teacher often becomes very difficult. Please give 72 hours notice prior to personal leave and file the personal leave form in the office before the leave is taken.

The teacher is responsible for providing an up-to-date lesson plan that a substitute can follow easily. Textbooks and attendance forms should be readily accessible along with seating charts and room rules.

Personal leave may be taken in ½ - day increments and sick leave may be taken in ¼ - day increments. Staff members will utilize employee Kiosk to apply for sick and/or personal leave approval.

XI. Professional Day Leave

Each teacher is allowed one professional day per year to attend workshops, conventions, meetings or clinics which will provide opportunities for professional growth in their particular area. To apply for a professional day, obtain a Travel Authorization Request Form from the office. After authorization has been granted, the professional day may be utilized. To receive reimbursement for expenses, all receipts must be submitted along with a neatly typed or written report of the meeting.

XII. Teacher Work Day

All staff members are expected to be at work at the designated time for their assigned building.

If a staff member needs to leave early at the conclusion of the school day, it must be cleared through the principal. Please make this an exception, not a rule.

Planning time is set aside for class and student activity preparation. Teachers are not to leave the school premises without the principal's knowledge.

Article 9.9, OVEA Master Contract: All bargaining unit members who have perfect attendance (miss zero (0) days including: personal leave, sick leave or unpaid leave) during the period of the first contracted day of work each school year through the end of the first semester shall be paid a perfect attendance bonus of \$200, payable in the first paycheck in February. All bargaining unit members who have perfect attendance during the first day of the second semester through their last contracted day of work each school year shall be paid a perfect attendance bonus of \$200, payable in the last paycheck in June.

XIII. Issuing Textbooks

It is the teacher's responsibility to issue textbooks and record which books are issued to the students.

XIV. Visitors at School

Parents, or other persons are encouraged to visit our schools, but are required to report to the administrator's office and may be issued a "Visitor's Pass".

If an individual causes a disruption of normal school activities, he/she will be asked to leave. Refusal to do so may result in the filing of trespassing charges against the individual.

There should be no children or students visiting without prior approval by the building principal.

XV. Interim Reports

Interim reports will be sent home as needed in grades 7-12 and once every nine (9) weeks for grades 1-6. Consider sending these to parents of students doing good work as well as those not doing so well. Reports are available and printed from Progress Book. Always keep a copy of correspondence sent to parents; this applies to interim reports as well.

XVI. Unsupervised Students

Each teacher is responsible for the supervision and care of the students. When students are in the classroom a teacher must be in the classroom. Please make sure that you report to your work area on time after recesses or breaks and planning periods.

You can significantly reduce the chance of any problems occurring by proper supervision.

XVII. Lesson Plans and Gradebooks

Lesson plans will be checked on a regular basis by the principal. Plans should reflect the professionalism and personal pride of the teacher. Lesson plans must include your obligations to the curriculum maps, content standards and intervention strategies. Lesson plans should be written one week in advance or as determined by building principal. The district utilizes Progress Book as gradebook software for entering and recording of grades. Grades are to be entered in Progress Book and updated in a timely manner at least weekly.

GRADING

ELEMENTARY K-6

1. Kindergarten Grading Scale:

“O”	=	Outstanding
“C”	=	Consistent
“N”	=	Needs Support
“AC”	=	Area of Concern
“I”	=	Introduction

2. Grade Scale for Grades 1-6: Grades A, B, C, and D are passing. “A” indicates exceptionally fine work. “B” indicates better than average work. “C” indicates average work. “D” indicates poor work. “F” indicates failing work. (“I” indicates incomplete work. Arrangements must be made with the teacher for completing the work.)

“A”	=	93 - 100
“B”	=	83 - 92
“C”	=	73 - 82
“D”	=	65 - 72
“F”	=	64 & below
“I”	=	Becomes a letter grade when the work is completed.

3. Progress Reports – Kindergarten students will receive Progress Reports at nine-week intervals. This report will provide parents with information of their child’s learning and academic growth.

4. In grades 1-6, the nine (9) weeks grades in are determined by oral as well as written expression. These grades take into account the level of accuracy and independence of the individual child. A minimum of eight (8) grades will be recorded each nine weeks in each subject area with the exception of Health in grades K-6, as well as Science and Social Studies in grades K-2 where there will be a minimum of five (5) grades recorded. Art, Music, and Physical Education are also required to record a minimum of eight (8) grades, unless the class, due to scheduling, does not meet eight (8) times during the grading period. In that case, they must record a minimum of five (5) grades.

5. The final letter grade in grades 1-6 will be determined by averaging the nine (9) weeks’ letter grades. Plus (+) and minus (-) may be used to represent the 9 weeks’ grades and final grades.

6. Grade cards or progress reports are sent home four times per year.

7. Interim reports will be sent home or mailed mid-point of each grading period to every student, except in art/music/PE where teachers will send interim reports to those students with performance/progress issues.

8. Letter grades of *“O” for Outstanding*, *“S” for Satisfactory*, and *“N” for Needs Improvement* will be given for physical education, music, art and band for students in grades 1-6.

PROMOTION AND RETENTION

Assessment for promotion shall be on an annual basis in accordance with the following:

Grades K-8

The Board of Education recognizes the need for students to progress through school demonstrating the satisfactory completion of required work as preparation for the next higher grade.

Retention of elementary/junior high students will be handled in the following manner:

If a student is failing and there is reason to believe he/she may be retained, the principal, upon notification from the teacher, will inform the parents of the problem no later than the end of the 3rd grading period for grades K-8.

Third grade students who receive a limited proficient score on the third grade reading achievement test and fourth grade students who receive limited proficient score on the fourth grade reading achievement test are provided one of the four options:

1. promotion to the next grade if the principal and reading teacher agree that or
2. evaluations of the student’s work indicate the student is academically ready for the next grade;
3. promotion to the next grade with “intensive intervention” in that grade or
4. retention in the current grade.

"Certain identified students who are assigned intervention services either after hours or in summer classes will be considered truant if they don't attend the intervention programs." Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

SECONDARY 7-12

1. Grade Scale: The grading scale is structured in the following manner. Teacher discretion may be used in curving the scale in appropriate circumstances. All grades are computed on numerical average.

“A”	=	93 - 100
“B”	=	83 - 92
“C”	=	73 - 82
“D”	=	65 - 72
“F”	=	64 & below
“I”	=	Becomes a letter grade when the work is completed.

2. Class registration is usually accomplished in the spring for the following year.
3. Classes may be added or dropped before the 6th day of a course without penalty.
4. In the event a class is dropped after the above days, the student will receive a failing grade which will be computed into the overall GPA (Grade Point Average).
5. At the beginning of each course, teachers will inform students of the grading standards and the evaluation procedures (number of tests, projects, term papers, etc.) to be used in the class. At the high school level, the grade given at the end of the course is the one recorded on the permanent record.
6. In high school grades 9-12, credits will be awarded upon completion of the course. Each nine week’s grades will be averaged separately. The numerical average will then be converted to a letter grade. Each new grading period begins anew for the students; thus the grades are not cumulative.

Daily grades will constitute 90% of the grade and a final exit exam/exit project will constitute 10%. Students who do not complete this exit exam/project can not exit the course. A student who does not complete the exit exam/project will receive an “Incomplete,” which will become an “F” unless the exam/project is completed. All courses shall include some form of final assessment in the grading process. The final grade for each course will be calculated by computing each 9 weeks final grade and a final exit exam/project.

Sample Calculation for Final Grade

Year-Long Classes

1 st Nine Wks	2 nd Nine Wks	3 rd Nine Wks	4 th Nine Wks	Exit Exam/Project
22.5%	22.5%	22.5%	22.5%	10%

Semester Classes

1 st Nine Weeks	2 nd Nine Weeks	Exit Exam/Project
45%	45%	10%

7. Plus (+) and minus (-) may be used when reporting the nine (9) weeks’ grades, but not for final grades. They will only be used as a tool during the nine (9) weeks to inform parents and students of their standing within a grade (A, B, C, D, or F) level. Plus and minus will not affect Honor Roll, Valedictorian, Salutatorian, or Group Officers.
8. Grade cards will be sent home at the end of each nine (9) weeks. Interim reports will be sent home mid-point of the grading period. Any additional interim reports will be sent at the discretion of the teacher.

Your Progress book is basically your proof of a grade. To fairly evaluate the pupil and to be able to completely answer questions concerning progress, a sufficient number of grades are necessary. Teachers will have access to Progress Book and expected to record grades within the Progress Book Reporting System.

XVIII. Handwriting (Transition from manuscript to cursive)

Handwriting is a visual and motor skill, involving action, movement, looking, and listening. Good handwriting enhances what students think of themselves because it offers students a whole new way of communicating. Therefore, to reflect the philosophy of the K-12 English Language Arts Academic Content Standards, the informal introduction of cursive handwriting to students will occur during the second semester of the second grade. The formal instruction of cursive writing will take place in third and fourth grade. Our district has adopted Zaner Bloser for handwriting materials.

XIX. Language Arts

In K-6, language arts will consist of a block scheduled daily to reflect the elements of a balanced literacy program. It is expected that all opportunities will be used to integrate the content areas.

XX. Child Abuse

In accordance with Ohio law, school teachers, school authorities, and other school employees shall report abuse or neglect of any child immediately to the receiving agency or officer responsible for children’s services in the county in which the child resides. The same law provides that anyone having reason to believe a child has been abused or

neglected and who reports such or participates in a judicial proceeding resulting from such report shall be immune from any civil or criminal liability.

All suspected cases of child abuse or neglect must be reported to the building principal. He/she will initiate the referral to the appropriate authorities.

XXI. Standards Based Education Program

Our district follows a comprehensive Standards Based Education Plan. Teachers are required to follow the Courses of Study/Content Standards (as available) for all subjects.

The Academic Content Standards and indicators listed in the various courses of study as well as the Curriculum Maps and Power Indicators must guide instruction.

XXII. Purchasing Procedures

If a staff member needs to make a purchase, a requisition must be completed and an approved purchase order obtained PRIOR to the good or service being purchased. Please refer to Board Policies DJF, DJF-R, and DKA. This is not only required by Board Policy and Ohio Law, but also provides for sound fiscal procedures and protection for the employee making a purchase. Board Policy DKA indicates that failure to obtain a purchase order in advance could result in the employee being held personally responsible for the purchase.

XXIII Cell Phone Usage

Staff members are expected to keep their cell phones turned off or on vibrate while instructing students in the classroom. Classroom instructional time is not to be interrupted by personal cell phone calls, unless it is an emergency. Staff members may use cell phones during planning periods or lunch/recess periods.

XXIV Policies: GBH; Staff-Student Relations; GBCB, Staff Conduct; GBP, Employee Alcohol and drug-Free Workplace; GBK, Use of Tobacco Products on District Property By Staff; JFCF-R, Hazing and Bullying Staff members are expected to be knowledgeable and adhere to board policies especially those stated above. A copy of all board policies may be found on the district website, www.ovsd.us , in the school or Central Office.

I. Writing Process – Grades K-12

The purpose of the “Writing Process” is to provide all teachers with procedures that are consistent in format and terminology for students as they progress through each grade, kindergarten through twelfth.

- A. The district’s “WRITING PROCESS” begins with the K-12 English Language Arts Academic Content Standards. This curriculum is arranged so that appropriate instruction in language structure, meaning structure, application, and the multidisciplinary nature of language will be provided for writing.
- B. To make writing significant for students, our district will engage students in the writing process by following A Framework of Beliefs about Writing, according to Nancie Atwell and Regie Routman.

A Framework of Beliefs about Writing

- 1. Writers need regular chunks of time.
 - 2. Writers need their own topics.
 - 3. Writers need response.
 - 4. Writers learn mechanics in context.
 - 5. Children need to know adults who write.
 - 6. Writers need to read.
 - 7. Writing teachers need to take responsibility for their knowledge and teaching.
 - 8. Writers need to feel safe to take a risk.
 - 9. Writers need a genuine purpose for writing.
- C. The district’s K-12 English Language Arts Content Standards reflects the beliefs and principles for the writing process from the following authors and their publications:
 - 1. Interactive Writing – Andrea McCarrier, Gay Su Pinnell & Irene Fountas
 - 2. Guiding Readers/Writers, Grades 3-6 – Irene Fountas & Gay Su Pinnell
 - 3. Transitions – Regie Routman
 - 4. Invitations – Regie Routman
 - 5. In the Middle – Nancie Atwell
 - 6. Coming to Know – Nancie Atwell
 - 7. Dancing with the Pen – Jan Duncan
 - D. All teachers of language arts will maintain for each student a Writing Portfolio in which writing samples are kept for a variety of purposes. Each semester a dated writing sample is to be placed in the student’s academic folder.

SECTION THREE

GRADUATION REQUIREMENTS

Minimum requirements for all Adams County/Ohio Valley School District high school students shall be the following: *This law will change the requirements for graduation in Ohio for the class of 2014. This would impact freshman entering high school in the 2010-2011 school year.*

Current Minimum Requirements		CORE Requirements	
Language Arts	4	Language Arts	4
Social Studies	3	Social Studies	3
Science	3	Science	3
Mathematics	3	Mathematics	4
Personal Finance	.5	Personal Finance	.5*
Health	.5	Health	.5
Physical Education	.5	Physical Education	.5
Business/Technology or Fine Arts/Foreign Language	1	Business/Technology or Fine Arts/Foreign Language	1
Electives	6	Electives	5
TOTAL	21.5	TOTAL	21.5

*The .5 credit required in Personal Finance may be met by taking Personal Finance or for CTC students Employability Skills.

1. Students must complete all requirements for graduation before they will be permitted to participate in graduation ceremonies.
2. Students are required to pass all parts of the Ohio Graduation Test before graduation, except where they are exempted by law.
3. Required Courses:
 Course requirements may be revised to comply with the Ohio Revised Code and or Ohio State Department of Education requirements. The following courses **or** equivalents will be required for Adams County/Ohio Valley students in grades 9-10 in preparation for the Graduation Test.
 Physical Science
 Biology
 Social Studies I and II
 Integrated Math I and II **or** Algebra I and Geometry
 Language Arts I and II

Students in grades 11 and 12 are required to pass the following additional courses:
 Language Arts III and IV (Advanced Placement L.A. courses may be substituted)
 Social Studies III
 An additional full elective science credit
 Algebra II or Integrated Math III

4. Students who have not yet passed the graduation test will be placed in remediation courses for individual tutoring in areas of academic deficiencies.
5. If make-up can be arranged, students may be admitted to the career and technical center without having fully completed the requirements. Admission will be contingent upon the approval of the high school principal, career and technical center director and the superintendent. While at the career and technical center, a student will receive two (2) years of English, one (1) year of American history/government, one (1) year of science, and one (1) year of math as well as his/her specific vocational training.
6. Prior to graduation students will have developed a Career Passport consisting of the following:

Section 1: Letter of Verification

A letter written by the school administrator verifying that the student was enrolled in their school.

Section 2: Resume

A resume or personal data sheet developed by the student.

Section 3: Validation of Performance

Part 1: Career Narrative

A one-page paper defining the students' career goal and how they have reached that conclusion.

Part 2: Evidence of Student Skills

The student's high school transcript.

Part 3: Verification of Employability Skills

A one-page paper that describes how the student exhibits two of the five SCANS competencies.

Additional Recommended Contents:

School profile describing the educational environment

List of student accomplishments

Letters of recommendation

Sports vita or other related vita

Documentation of other abilities

Documentation of community/volunteer service

Revised & Adopted: 3/23/2006

Revised & Adopted: 7/7/2005

Revised & Adopted: 8/26/02

Revised & Adopted: 4/26/02

Revised & Adopted: 3/29/01

Revised & Adopted 8/24/98

Revised & Adopted 7/10/97

CURRICULUM GUIDES AND COURSE OUTLINES

All subject areas have written courses of study. The Board expects the professional staff to implement courses of study as defined in this policy to promote the educational goals of the District and comply with legal requirements. The Superintendent submits each course of study to the Board for its recommendation and adoption. Each course of study in the core content areas of Social Studies, Science, Mathematics and English Language Arts as well as the non-core subjects of Fine Arts, Foreign Language and Technology include a foreword, a table of contents, an introduction, a philosophy, program and subject objectives, scope and sequence evaluation procedures and suggested resources.

The Ohio Department of Education K-12 Academic Content Standards will serve as curriculum guides for the following core areas: Social Studies, Science, Mathematics, and English Language Arts, for use until such time as they are revised or updated by the Ohio Department of Education. Curriculum maps and power standards will be used for all core courses in addition to the Ohio Department of Education K-12 Academic Content Standards. The curriculum maps and power standards will be considered living documents, to be adjusted as needed for the benefit of the instructional process.

The following Ohio Department of Education K-12 Academic Content Standards will be used as the course of study in any of the non-core classes offered in the following subject areas: Fine Arts, Foreign Language and Technology, for use until such time as they are revised or updated by the Ohio Department of Education. Curriculum maps will be used in addition to the Ohio Department of Education K-12 Academic Content Standards.

In addition, there are some subjects/classes which do not have state content standards available. In those classes, curriculum maps will fulfill the requirement for the course of study. In subjects where state standards were not available, the following source was used to establish grade level objectives for the curriculum maps, Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, 2nd Edition, produced by the Mid-Continent Regional Education Laboratory (McRel) and Association for Supervision and Curriculum Development.

Legal Ref. OAC 3301-35-03

Revised & Adopted: 3/23/06

Adopted: 3/29/01

INTEGRATED PEST MANAGEMENT

The Board is committed to providing students with a safe learning environment free of pests, pesticides and other harmful chemicals through adoption of an integrated pest management policy. The goals of the District's integrated pest management program are:

1. to provide the healthiest learning environment possible by preventing unnecessary exposure of students and staff to toxic pesticides;
2. to promote safer alternatives to chemical pesticides while preventing economic and health damage caused by pests;
3. to ensure that clear and accurate notification concerning the use of pesticides is given so that measures may be taken to prevent and address pest problems effectively without endangering the health of those within the school building and
4. to reduce the need for reliance on chemical pesticides.

The Board directs the administration to develop regulations that detail cost-effective strategies that reduce the use of pesticides that pose health risks to students and staff. The regulations must include procedures for the identification of pests and conditions that attract pests, prevention and monitoring techniques, education and training, approved least toxic chemical use and pre-notification of chemical use.

Parents of minor students, adult students and staff enrolled or employed at the school may request to receive prior notification of scheduled service visits by pesticide businesses in which pesticides may be applied, or of scheduled pesticide applications by licensed schools employees.

In order to keep the facilities and grounds safe, the administration may investigate a variety of chemical and non-chemical methods that are designed to control pests effectively while minimizing potential exposure to students and staff.

Legal Refs: 29 CFR 1910.1030
Comprehensive Environmental Response, Compensation and Liability Act,
42 USC 9601 et seq.
Public Employment Risk Reduction Act; ORC 4167.01 et seq.
OAC 3701-54-09

Cross Refs: EB, Safety Program
EBAA, Reporting of Hazards
EBBC, Bloodborne Pathogens
EBC, Emergency/Safety Plans
GBE, Staff Health and Safety
ING, Animals in the Schools

Revised & Adopted: 7/25/2011
Adopted: 12/17/2007

INTEGRATED PEST MANAGEMENT

The District's Integrated Pest Management (IPM) program includes the following components:

Identification

A knowledgeable person or company competent to carry out pest management duties finds the origin of a pest problem or potential problem.

Prevention and Monitoring

Pest problems are prevented by routine monitoring, identification of potential pest problems and through education of the school community. When necessary, habitat modification is used to discourage pests from an area.

The individual/company responsible for the District IPM program routinely inspects the building, including entrances, food/water storage sites and restrooms for pest activity. The individual/company responds to complaints reported by students, staff, parents, or other community member.

Education and Training

Everyone in a school community plays a role in pest management. Students, staff and other stakeholders are provided with the information necessary to implement the IPM program successfully. The IPM policy is distributed to students and staff in District handbooks and to any individual/company hired to carry out pest management duties.

Education and training programs address common human habits and other cultural practices which may be pest conducive.

Approved Least Toxic Chemical Use

Nontoxic methods of pest controls are preferred. When applicable, the District uses environmental, cultural, mechanical and sanitation controls as the primary sources of pest control.

If nontoxic methods of pest control fail or are impractical, the least toxic chemical pesticide that is effective is used. Application techniques that minimize exposure are approved prior to being used. Only trained and qualified workers handle and apply the pesticides.

A record of all chemical pest control treatments is kept for at least three years. All records are made available upon request to the general public, the Ohio Department of Agriculture – Section of Pesticide Regulations and the board of health upon request.

Pre-notification

Whenever possible, pesticides are administered during non-instructional periods and/or during school breaks.

If it becomes necessary to administer pesticides during times school is in session, the administration provides notice to affected persons, prior to the date and times of the pesticide application. The notice includes the date, time and location of the application, the name of the product being used and the telephone number to contact the school/company for more information.

INTEGRATED PEST MANAGEMENT (USE OF PESTICIDES)

The following specific regulations are used by District staff and contractors when pesticides or alternative pest-control products are used.

1. An Integrated Pest Management Program (IPMP) is developed and implemented to reduce the use of pesticides. Lawn care standards including mowing height and frequency, aeration, overseeding and fertilization are implemented to improve turfgrass density and reduce weed growth.
2. Structural lawn chemicals such as insecticides, herbicides and fertilizers are chosen with as low a level of toxicity as practical. The least toxic or organic formulation with the safest method of application is selected when there is a choice of products with comparable cost and effectiveness. Products labeled “caution” are to be referred over products labeled “warning” or “danger.”
3. Long-term storage of chemicals is kept to a minimum. Since many chemical lose effectiveness with storage, and storage further increases risk, only enough of the product for a given application is purchased. All materials are stored in accordance with label instructions. All products and application equipment are stored in a separate facility away from classrooms and food preparation or storage areas. Storage facilities are kept inaccessible to students and the general public and are clearly marked as pesticide storage areas.
4. All chemicals have complete label instructions and remain in the original containers until used. Material Safety Data Sheets (MSDS) and sample labels for lawn chemicals are kept on file in the District and are readily available to anyone who must handle such materials or who may be exposed to the product. Structural pesticide labels and MSDS are filed in the District as well.
5. All applications of pesticides and fertilizers are made in strict compliance with the label instructions, and under no circumstances do the product concentrations exceed those specified in the application instructions.
6. An annual written plan of seasonal applications is distributed to building administrators and kept on file in the District. The plan contains the following information:
 - A. the season of the application;
 - B. the purpose of the application;
 - C. the product to be used;
 - D. the formulation of the product;
 - E. an estimate of the amount of product to be used;

- F. the District site and specific area to be treated;
 - G. the type of equipment to used and
 - H. any requirement necessary to comply with the Ohio Department of Agriculture and the Ohio Environmental Protection Agency regulations, including any warning or notification signs.
7. All chemicals and organic products are applied at times that individuals are not in the immediate area or scheduled to use District facilities within the restricted entry limitations identified on the product label.
 8. A sign is posted on each affected site seven days prior to the target application date identified in the seasonal application plan to notify staff and residents of pending applications. The sign includes a phone number to call to request additional information.
 9. Treated school grounds are posted with a sign identifying the date and time of the application, product used and re-entry date and time. Signs remain posted for 24 hours after the expiration of the re-entry date and time.
 10. Records are kept in the District following each application and contain the following information:
 - A. name of certified applicators supervising the application and name of trained service technicians making application;
 - B. application and re-entry dates;
 - C. District site and specific areas treated;
 - D. pests controlled;
 - E. size of site treated;
 - F. trade name (brand name) and EPA registration number of chemicals used;
 - G. total amount of each chemical used;
 - H. rate of application and concentration of chemical formulation applied;
 - I. type of equipment used;
 - J. time of day, including the time of starting the actual application and the time of completion or, if uncompleted, the time when operations ceased for the day and
 - K. wind direction and velocity, air temperature and other weather conditions when applicable.

11. District employee(s) responsible for handling and applying pesticides are required to have a valid pesticide application license issued by the Ohio Department of Agriculture, or must work under the direct supervision of a licensed applicator as permitted by ODA guidelines.
12. No school support groups, i.e., PTA, PTO, athletic boosters, etc. are permitted to apply chemicals on District property.
13. Any contracted services requiring the use of pesticides or any other chemicals must abide by Board policy and administrative regulations.

Adopted: 12/17/2007

Page 3 of 3

EMPLOYEE ALCOHOL AND DRUG-FREE WORKPLACE

The Board endeavors to provide a safe workplace for all employees realizing that the use/abuse of drugs and alcohol can endanger the health, safety and well-being of the nonuser, as well as the user.

It is the policy of the Adams County/Ohio Valley Board of Education to maintain a drug free workplace in full compliance with all applicable federal, state, and local laws. All employees of the district shall receive a copy of this provision and a copy of the board-adopted resolution regarding a drug-free workplace.

Prohibited Conduct

Because of the Board's commitment to provide a safe workplace, no employee shall unlawfully manufacture, distribution, dispensation, possession, use or being under the influence of controlled substances (drugs) and/ or alcohol by any employee .during work hours on the Adams County /Ohio Valley School District premises .Or at any activity or function sponsored by or related to employment with the Adams County/Ohio Valley Schools is prohibited. (To avoid misunderstandings prescribed medications should be reported to your Supervisor.) "Premises" includes vehicles owned by or being driven on behalf of the Adams County /Ohio Valley Schools, as well as parking lots, playgrounds, and other property owned by the Adams County/Ohio Valley Schools. "Controlled substances" means any drug subject to federal and/or state regulation as to manufacture, distribution, sale, and use including: cannabis, cocaine, amphetamines, barbiturates, and heroin.

Drug Related Criminal Conviction

Employees convicted of violating any federal, state, or local criminal drug statute, where the violation occurred during work hours or on the Adams County /Ohio Valley School District premises must report the conviction to the Superintendent within five (5) working days of the conviction.

Penalties

Violations of this policy will result in severe disciplinary action, up to and including immediate termination, unless the employee uses the Rehabilitation Option described in this policy. Any action against any member for drug abuse offenses must be in accordance with the terms of the Master Agreement and the applicable law.

Rehabilitation Option

All employees are provided the opportunity to participate in a drug-free awareness program to inform them of requirements, services and penalties. Where this policy has been violated, the employee may elect to seek rehabilitation through an approved treatment program, provided the employee is otherwise eligible for continuing employment. A Re-Entry Agreement, which will include an understanding that the employee will cooperate in all recommended treatment(s) and abstain from the use of any mind-altering substance, must be signed by any employee electing this Rehabilitation Option.

Rehabilitation, in lieu of discipline, is available only one (1) time during any employee's tenure of employment. Rehabilitation, whether undertaken voluntarily or in lieu of discipline, shall be entirely at the employee's expense and without pay, except as may be covered by applicable group health plan terms, sick leave policies, and other leaves of absence policies.

Alcohol and Other Drug Awareness Program

Employees will be provided with information concerning alcohol and other drug abuse as follows:

1. All employees will be provided with a copy of this policy.
2. The Administrative Assistant will maintain information on community resources and employee benefits available to employees for assistance in dealing with chemical dependency problems.
3. Every year, there will be available for each employee at least one educational opportunity addressing the physical, mental, and emotional dangers of alcohol and other drug abuse, as well as rehabilitation assistance resources available to employees. (Such educational opportunities may include: in-service programs, discussions or presentations at employee meetings, or other seminars.)

Confidentiality

Information provided to administrative personnel as to any problem related to alcohol and other drug abuse or chemical dependency shall be considered part of the employee's medical record, and shall be confidential except, as may be required by law, no person may discuss or otherwise divulge any information concerning such matters.

CHEMICALLY DEPENDENT EMPLOYEES ARE URGED TO SEEK HELP BEFORE THEIR DEPENDENCE CAUSES PROBLEMS WITH THEIR JOBS.

Legal Refs.: Drug-Free Workplace Act of 1988; 41 USC 701 et seq.;
20 USC 3474, 1221e-3(a)(1)
Drug-Free Campus and Schools Act; 20 USC 3224(a)
ORC 4123.01 et seq.
4123.35
4123.54

Cross Ref.: EB, Safety Program
EEACD, Drug Testing for District Personnel Required to Hold a Commercial Driver's License
GBCB, Staff Conduct
GBE, Staff health and Safety
GBQ, Criminal Record Check
Staff Handbook

Contract Refs.: Teachers' Negotiated Agreement
Support Staff Negotiated Agreement

Revised & Adopted: 12/20/04
Revised & Adopted: 3/22/04
Adopted: 11/21/00

USE OF TOBACCO PRODUCTS ON DISTRICT PROPERTY BY STAFF MEMBERS

The Board is dedicated to providing a healthy, comfortable and productive environment for its staff, students and citizens. Health professionals have determined that smoking and the use of tobacco can be detrimental to one's health. Specifically, smoking poses not only a health safety issue for the smoker, but second-hand smoke can produce health hazards for nonsmokers as well. Smoking is prohibited within 25' of the building.

Recognizing these health issues, the Board prohibits smoking and the use of tobacco products in all district-owned vehicles and all District-owned, leased or contracted buildings where routine preschool, regular kindergarten, elementary, secondary or library services are offered to children. The Board may designate legally compliant outdoor smoking areas.

The Board directs the Superintendent to educate all staff members concerning the mandate of this policy, as well as implementing, as appropriate, educational programming concerning smoking and, if needed, resources available to those who wish to discontinue their smoking habit.

A notice to this effect is posted at the entrance to all school buildings, and in a visible place in all school vehicles.

Legal Refs: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Goals 2000: Educate America Act; 20 USC 6081-6084
ORC 3313.20
3794.01; 3794.02; 3794.03(F); 3794.04; 3791.06
OAC 3301-35-02; 3301-35-05

Cross Ref: JFCG, Tobacco use by Students
KGC, Smoking on District Property

Revised & Adopted: 6/23/08
Revised & Adopted: 7/24/07
Revised & Adopted: 3/26/07
Revised & Adopted 6/23/2003
Adopted: 11/21/00

STAFF CONDUCT

All staff members have a responsibility to make themselves familiar with, and to abide by, the laws of the State of Ohio, negotiated agreement, the policies of the Board, and the administrative regulations designed to implement them.

The Board expects staff members to conduct themselves in a manner which not only reflects credit to the District, but also presents a model worthy of emulation by students. Unless otherwise permitted by law, staff members are not permitted to bring a deadly weapon or dangerous ordnance into a school safety zone.

All staff members are expected to carry out their assigned responsibilities. Essential to the success of ongoing operations and the instructional program are the following specific responsibilities which are required of all personnel:

1. faithfulness and promptness in attendance at work
2. support and enforcement of policies of the Board and regulations of the administration
3. diligence in submitting required reports accurately and promptly at the times specified or required by law
4. care and protection of District property
5. concern and attention toward their own and the District's Legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.
6. display conduct becoming the profession
7. Maintain a professional relationship with all students at all times both inside and outside of the classroom/school.

All district employees will report their absence from work or late arrival to their duty assignment in the appropriate manner in accordance with adopted board regulations.

Any failure to do so may result in disciplinary action taken against the employee.

Legal Refs: ORC

124.34

3319.081; 3319.16; 3319.31; 3319.36; 3319.39; 3319.40

Revised & Adopted: 7/25/2011

Revised & Adopted: 9/22/08

Adopted: 11/21/00

HAZING AND BULLYING

(Harassment, Intimidation and Dating Violence)

Hazing means doing any act or coercing another, including the victim, to do any act of intimidation to any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person. Permission, consent or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy.

Throughout this policy the term bullying is used in place of harassment, intimidation and bullying.

Hazing activities of any type including those activities engaged in via computer or electronic communications devices are inconsistent with the educational process and are prohibited at all times. No administrator, teacher or other employee of the District shall encourage, permit, condone or tolerate any hazing activities. No student, including leaders of student organizations, may plan, encourage or engage in any hazing.

Bullying, harassment and intimidation is an intentional written, verbal or physical act that a student has exhibited toward another particular student more than once. The intentional act also includes violence within a dating relationship. The behavior causes both: (1) mental or physical harm to the other student and (2) is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student. This behavior is prohibited on school property or at a school-sponsored activity.

The District includes, within the health curriculum age-appropriate instruction in dating violence prevention education in grades 7 to 12. This instruction includes recognizing warning signs of dating violence and the characteristics of healthy relationships.

Permission, consent or assumption of a risk by an individual subjected to hazing or bullying does not lessen the prohibition contained in this policy.

Prohibited activities of any type including those activities engaged in via computer or electronic communications devices are inconsistent with the educational process and are prohibited at all times. No administrator, teacher or other employee of the District shall encourage, permit, condone or tolerate any hazing or bullying activities. No student, including leaders of student organizations are permitted to plan, encourage or engage in any hazing or bullying.

Administrators, teachers and all other District employees are particularly alert to possible conditions, circumstances or events which might include hazing, bullying and/or dating violence. If any of the prohibited behaviors are planned or discovered, involved students are informed by the discovering school employee of the prohibition contained in this policy and are required to end all such hazing or bullying activities immediately. All hazing, bullying and/or dating violence incidents are reported immediately to the Superintendent/designee and the appropriate discipline is administered.

The Superintendent/designee must provide the Board President with a semiannual written report of all reported incidents of bullying and post the report on the District's website.

The administration provides training on the District's hazing and bullying policy to District employees and volunteers who have direct contact with students. Additional training is provided to elementary employees in violence and substance abuse prevention and positive youth development.

District employees, students and volunteers have qualified civil immunity for damages arising from reporting and incident of hazing or bullying. Administrators, teachers, other employees and students who fail to abide by this policy may be subject to disciplinary action and may be liable for civil and criminal penalties in compliance with State and Federal law.

No one shall retaliate against an employee or student because he/she files a grievance or assists or participates in an investigation, proceeding or hearing regarding the charge of hazing or bullying of an individual.

Legal Refs.: ORC 117.53
 2307.44
 2903.31
 3301.22
 3313.666; 3313.667
 3314.03
 3319.073

Cross Refs: AC, Nondiscrimination/Harassment
 EDE, Computer/Online Services (Acceptable Use and Internet Safety)
 IIBH, District Web Site Publishing
 JFC, Student conduct (Zero Tolerance)
 JFCEA, Gangs
 JFCK, Use of Electronic Communications Equipment by Students
 Student Handbooks

Revised & Adopted: 3/23/2010
Revised & Adopted: 12/17/2007
Revised & Adopted: 3/26/07
Revised & Adopted: 3/21/05
Adopted 4/26/01

HAZING AND BULLYING

The prohibition against hazing, dating violence, harassment, intimidation or bullying is publicized in student handbooks and in the publications that set the standard of conduct for schools and students in the District. In addition, information regarding the policy is incorporated into employee handbooks and training materials.

Harassing, hazing, intimidating and/or bully behavior and/or dating violence by any student/school personnel in the District is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Harassment, hazing, intimidation, dating violence and/or bullying means any intentional written, verbal, graphic or physical acts, including electronically transmitted acts, either overt or covert, by a student or group of students toward other students/school personnel with the intent to haze, harass, intimidate, injure, threaten, ridicule or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity; in any District publication; through the use of any District-owned or operated communication tools, including but not limited to District e-mail accounts and/or computers; on school-provided transportation or at any official school bus stop.

Hazing, harassment, intimidation, dating violence and/or bullying can include many different behaviors. Example of conduct that could constitute prohibited behaviors include, but are not limited to:

1. physical violence and/or attacks;
2. threats, taunts and intimidation through words and/or gestures;
3. extortion, damage or stealing of money and/or possessions;
4. exclusion from the peer group or spreading rumors;
5. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/online sites (also known as “cyber bullying”), such as the following:
 - A. posting slurs on web sites, social networking sites, blogs or personal online journals;
 - B. sending abusive or threatening e-mails, web site postings or comments and instant messages;
 - C. using camera phones to take embarrassing photographs or videos of students and/or distributing or posting the photos or videos online and
 - D. using web sites, social networking sites, blogs or personal online journals, e-mails or instant messages to circulate gossip and rumors to other students.

6. excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

In evaluating whether conduct constitutes hazing or bullying, special attention is paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim and the motivation, either admitted or appropriately inferred.

Complaints

1. Formal Complaints

Students and/or their parents or guardians may file reports regarding suspected hazing, harassment, intimidation, dating violence or bullying. The reports should be written. Such written reports must be reasonable specific including person(s) involved; number of times and places of the alleged conduct; the target of suspected harassment, intimidation and/or bullying and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator. They are promptly forwarded to the building principal/designee for review and action.

2. Informal Complaints

Students, parents or guardians and school personnel may make informal complaints of conduct that they consider to be harassment, intimidation and/or bullying by verbal report to a teacher, school administrator or other school personnel. Such informal complaints must be reasonable specific as to the actions giving rise to the suspicion of hazing, harassment, intimidation and/or bullying, including person(s) involved, number of times and places of alleged conduct, the target of the prohibited behavior(s) and the names of any potential student or staff witness. The school staff member or administrator who receives the informal complaint promptly documents the complaint in writing, including the above information. The written report by the school staff member and/or administrator is promptly forwarded to the building principal/designee for review and action.

3. Anonymous Complaints

Students who make informal complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The anonymous complaint is reviewed and reasonable action is taken to address the situation, to the extent such as action (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of harassment, hazing, intimidation, dating violence and/or bullying.

School Personnel Responsibilities and Intervention Strategies

1. Teachers and Other School Staff

Teachers and other school staff, who witness acts of harassment, hazing, intimidation, dating violence and/or bullying, as defined above, promptly notify the building principal/designee of the event observed and file a written, incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected harassment, hazing, intimidation, dating violence and/or bullying promptly notify the building principal/designee of such report(s). If the report is an informal complaint by a student that is received by a teacher or other professional employee, he/she prepares a written report of the informal complaint which is promptly forwarded to the building principal/designee no later than the next school day.

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, hazing, intimidation, dating violence and/or bullying in other interactions with students.

School personnel may find opportunities to educate students about harassment, hazing, intimidation and bullying and help eliminate such prohibited behaviors through class discussions, counseling and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating or intimidating another student/school personnel, even if such conduct does not meet the formal definition of harassment, hazing, intimidation or bullying.

2. Administrator Responsibilities

A. Investigation

The principal/designee is notified of any formal or informal complaint of suspected harassment, hazing, intimidation or bullying. Under the direction of the building principal/designee, all such complaints are investigated promptly. A written report of the investigation is prepared when the investigation is complete. The report includes findings of fact, a determination of whether acts of harassment, hazing, intimidation, dating violence and/or bullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary, action is included in the report. Where appropriate, written witness statements are attached to the report.

Notwithstanding the foregoing, when a student making an informal complaint has requested anonymity, the investigation of such complaint is limited as is appropriate in view of the anonymity of the complaint. Such limitation of the investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.

B. Nondisciplinary Interventions

When verified acts of harassment, hazing, intimidation, dating violence and/or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of the behavior, its prohibition and their duty to avoid any conduct that could be considered harassing, hazing, intimidating, dating violence and/or bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring some cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further intimidated. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

C. Disciplinary Interventions

When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, cannot provide the basis for disciplinary action.

In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with Board policy. This consequence is reserved for serious incidents of harassment, intimidation or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

Allegations of criminal misconduct are reported to law enforcement, and suspected child abuse is reported to Child Protective Services, per required timelines.

Report to the Parent or Guardian of the Perpetrator

If after investigation, acts of harassment, intimidation and bullying by a specific student are verified, the building principal/designee notifies the parent or guardian of the perpetrator, in writing, of that finding. If disciplinary consequences are imposed against such student, a description of such discipline is included in such notification.

Reports to the Victim and his/her Parent or Guardian

If after investigation, acts of bullying or hazing against a specific student are verified, the building principal/designee notifies the parent/guardian of the victim of the finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator.

Bullying matters, including the identity of both the charging party and the accused, are kept confidential to the extent possible. Although discipline may be imposed against the accused upon a finding of guilt, retaliation is prohibited.

School administrators shall notify both the parents of a student who commits acts of harassment, intimidation, bullying and/or dating violence and the parents or guardians of student against whom such acts were committed, and shall allow access to any written reports pertaining to the incident, to the extent permitted by law.

Police and Child Protective Services

In addition to, or instead of, filing a complaint through this policy, a complainant may choose to exercise other options including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under any other provision of the Ohio Revised Code or common law that may apply.

The District must also investigate incidents of harassment, hazing, intimidation, dating violence and/or bullying for the purpose of determining whether there has been a violation of District policy or regulations, even if law enforcement and/or public children's services are also investigating. All District personnel must cooperate with investigations by outside agencies.

STAFF-STUDENT RELATIONS

The relationship between the District's staff and students must be one of cooperation, understanding and mutual respect. Staff members have a responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity.

Staff members should strive to secure individual and group discipline, and should be treated with respect by students at all times. By the same token, staff members should extend to students the same respect and courtesy that they, as staff members, have a right to demand.

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. Excessive informal and/or social involvement with students is prohibited. Such conduct is not compatible with professional ethics and, as such, will not be tolerated.

Staff members are expected to use good judgment in their relationships. With students both inside and outside of the school context including, but not limited to, the following guidelines:

1. Staff members shall not make deprecatory comments to students regarding the school and/or its staff.
2. The exchange of purchased gifts between staff members and students is discouraged.
3. Staff-sponsored parties at which students are in attendance, unless the students are accompanied by their parents or the parties are a part of the school's extracurricular program and are properly supervised, are prohibited.
4. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.
5. Staff members shall not associate with students at any time in any situation or activity which could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.
6. Dating between staff members and students is prohibited.
7. Staff members shall not use insults or sarcasm against students as a method of forcing compliance with requirements or expectations.
8. Staff members shall maintain a reasonable standard of care for the supervision, control and protection of students commensurate with their assigned duties and responsibilities.
9. Staff members shall not send students on personal errands.
10. Staff members shall, pursuant to law and board policy, immediately report any suspected signs of child abuse or neglect.

11. Staff members shall not attempt to counsel, assess, diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.
12. Staff members shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background.

Social Networking Web Sites

1. District staff who have a presence on social networking web sites are prohibited from posting data, documents, photographs or inappropriate information on any web site that might result in a disruption of classroom activity. The Superintendent/designee has full discretion in determining when a disruption of classroom activity has occurred.
2. District staff members are prohibited from providing personal social networking passwords/access to students.
3. Fraternization between District staff and students via the Internet, personal e-mail accounts, personal social networking web sites, text messaging, and other modes of virtual technology is also prohibited.
4. Access of personal social networking services with a computer or other communication device during school hours is prohibited.

Nothing in this policy prohibits District staff and students from the use of education web sites and/or use of social networking websites created for curricular, cocurricular or extracurricular purposes from the use of communication technology for other legitimate school purposes. If communication technology is going to be used the staff member must have written permission from the building principal.

Cross Refs.: GBC, Staff Ethics
 GBCA, Staff Conflict of Interest
 GBCB, Staff Conduct
 OBI, Staff Gifts and Solicitations
 IIBH, District Websites
 JFC, Student Conduct (Zero Tolerance)
 JG, Student Discipline
 JHF, Student Safety JHG, Reporting Child Abuse
 JL, Student Gifts and Solicitations
 JO, Student Records
 KBA, Public's Right to Know
 Contract Refs: Teachers' Negotiated Agreement
 Support Staff Negotiated Agreement

Revised & Adopted: 12/22/2010
 Revised & Adopted: 6/29/09
 Adopted: 11/21/2000

PRICING OF ADULT MEALS IN THE NATIONAL SCHOOL LUNCH AND BREAKFAST PROGRAM:

Source Citation: Sections 210.6 and 220.6

This instruction sets forth the policy on pricing of meals served to adults under the National School Lunch, Commodity, and School Breakfast Programs by which this school district participates and must abide by the rules and regulations set under Sections 4 and 11 of the National School Lunch Act and Sections 4 of the Child Nutrition Act. Since the expressed purpose of Federal assistance is to safeguard the health and well-being of the Nation's children, meals served to adults are neither eligible under the authorizing legislation and regulations for Federal cash reimbursements, nor do they earn donated food assistance for the school food authority.

School food authorities must ensure, to the extent practicable, that the Federal reimbursements, children's payments, and other nondesignated nonprofit food service revenues **do not subsidize** program meals served to adults. Also, while Food and Nutrition Service Instruction 770-1 allows donated foods to be used for preparing food items served in adult meals, the current per-meal value of entitlement and/or bonus donated foods must be taken into consideration in establishing the price charged to adults for meals.

Breakfasts and lunches served to teachers, administrators, custodians, secretaries, aides, bus drivers, and other adults must be priced so that the adult payment in combination with any per-lunch revenues from other sources designated specifically for the support of adult meals is sufficient to cover the overall cost of the meal, including the value of any USDA entitlement and bonus donated foods used to prepare the meal.

Meals served to adults who are directly working in the operation (cooks) at the discretion of the school food authority maybe furnished at no charge. As such, their cost may be fully attributed to and supported by the nonprofit food service operation. Meals served to these adults may not be claimed for reimbursement or counted towards the donated food entitlement.

Adult Prices:

Breakfast\$1.25

Lunch\$3.25

A la cartePrices will be posted. (Adults and students pay the same price.)

TEXTBOOK REQUEST

Date: _____

Teacher: _____

School: _____

Grade: _____

Course/Textbook Title: _____

ISBN#: _____

Number of Books: _____

**Fax to Central Office @544-3720
Attention: Lisa Toole**

**End of Year
TEXTBOOK INVENTORY
(Submit to building principal)**

Date: _____

Teacher: _____

School: _____

Grade: _____

Course/Textbook Title: _____

ISBN#: _____

Copyright Date/Publisher: _____

TOTAL number of copies on hand: _____

How many of each of the following:

Condition of books:

Excellent _____

Good _____

Fair _____

Poor _____

NOTE: *If you need additional copies for the classroom, please complete the District Textbook Request form & send to Central Office!*

SECTION FOUR
(Individual Building Policies and Information)