

FACULTY HANDBOOK



School Year
2025-2026

If changes dictate a pandemic status, the District and Board of Education will provide the public with a Restart Plan, a Student Wellness Plan, and a Remote Learning Plan. These plans may supersede language in the Faculty Handbook. All Board approved plans will be posted on the

District's website for public access.

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School Calendar



2025-2026 BUCKEYE HILLS CAREER CENTER

Gallia-Jackson-Vinton JVSD
www.buckeyehills.net

Board Approval: 5/14/25

August 2025							February 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30							
31													
(15)							(16)						
September 2025							March 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
							1	2	3	4	5	6	7
		1	2	3	4	5	8	9	10	11	12	13	14
7	8	9	10	11	12	13	15	16	17	18	19	20	21
14	15	16	17	18	19	20	22	23	24	25	26	27	28
21	22	23	24	25	26	27	29	30	31				
28	29	30											
(20)							(16)						
October 2025							April 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7
5	6	7	8	9	10	11	8	9	10	11	12	13	14
12	13	14	15	16	17	18	15	16	17	18	19	20	21
19	20	21	22	23	24	25	22	23	24	25	26	27	28
26	27	28	29	30	31		29	30	31				
(23)							(22)						
November 2025							May 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
2	3	4	5	6	7	8	3	4	5	6	7	8	9
9	10	11	12	13	14	15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	17	18	19	20	21	22	23
23	24	25	26	27	28	29	24	25	26	27	28	29	30
30							31						
(17)							(18/182)						
December 2025							June 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
7	8	9	10	11	12	13	1	2	3	4	5	6	7
14	15	16	17	18	19	20	8	9	10	11	12	13	14
21	22	23	24	25	26	27	15	16	17	18	19	20	21
28	29	30	31				22	23	24	25	26	27	28
(15)							(19)						
January 2026							July 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10							
11	12	13	14	15	16	17	1	2	3	4	5	6	7
18	19	20	21	22	23	24	8	9	10	11	12	13	14
25	26	27	28	29	30	31	15	16	17	18	19	20	21
(19)							22	23	24	25	26	27	28
							29	30	31				

indicates days out of session
 indicates possible Make-up day
 indicates days offices are closed
OC indicates offices are closed

Staff: 182 Days
Students: 175 Days

GRADING PERIOD DATES

Below are the due dates for Student Progress Reports and grade cards for each nine-week grading period. Please mark these dates on your calendar.

Please remember that the parent/guardian should be notified when the student begins to perform unsatisfactorily. It is not necessary to wait until mid-terms are due to make contact with the parent/guardian.

Buckeye Hills Career Center operates on nine-week (9-week) grading periods. The grade cards will use a numerical grade for nine weeks, semester, and yearly rates. Steps shall be averaged so that any instructor within the school district would obtain the same results.

Grading Period/ Term	Start Date	Mid-Term/ Progress Reports Due	End Date	Grades Due by 9:00 a.m.	# Days
1st	Friday, 8/15/25	Tuesday, 9/16/25	Friday, 10/17/2025	Tuesday, 10/21/25	44
2nd	Monay, 10/20/25	Friday, 11/4/25	Friday, 12/19/25	Thursday 12/18/25	42
3rd	Tuesday, 1/6/26	Wednesday, 2/4/26	Tuesdayy, 3/10/26	Thursday 3/12/26	43
4th	Wednesday3/11/26	Friday, 4/17/26	Thursday, 5/21/26	Grades 12 & 23: Fri. 5/8/26 Grades 9-11: Wed. 5/20/26	46

TOTAL INSTRUCTIONAL DAYS = 175

ATTENDANCE REVIEW

Absences excused by the attendance office are changed to "excused" for court complaints and make-up time; however, such "excused" days cannot be used to qualify for a perfect attendance bonus. The application for the review MUST be submitted by the end of the grading period in which the absences took place. Should the student's absence occur during the final days of the grading period, the application for review may be accepted during the same period and conditions as is make-up work. It may be necessary for the instructor to assign an incomplete grade in such a situation.

Directory

Board of Education

Robert Cornwell, President
Michael P. French Jr., Vice President
Lynn Angell, Legislative Liaison
Beth James
Pat McDonald
Brian Moore
Mary Ann Hale
John Jackson
Terry Halley

District Administration

Superintendent
Treasurer
Assistant Treasurer
Accounting Specialist
Director of Policy, Compliance, and Curriculum
Grants and Assessment Administrator
EMIS/Student Records/Job Placement Specialist
Executive Administrative Professional
Marketing/Graphic Arts Facilitator
IT Technician
Logistics Facilitator

Jamie Nash
Stephanie Rife
Nathan Riley
Brenton Barnette
Don Armstrong
Tyler Schweickart
Lorenda Oberholzer
Tracey Jones
Annee Coldiron
Tim McWilliams
Rondall Walker

Operational Staff

Dean of Operations
Facilities Operations Manager
Head Cook
Cook
Maintenance Mechanic

Custodians

Early Childcare Facilitator
School Resource Officer

Greg Snyder
James Collins
Camille Isaac
Kathy Stanley
Pat Browning,
Shannon Eldridge
Chris Blanton
Danny Browning
Peyton Matrene Cindy
Rutherford, Milton
Martin, Ben Reese
Dawn Hall
Jordan Shaffer, Zaya

Student Services Staff

Dean of Student Service
Administrative Professional I
Administrative Professional II

Jared Taylor
Paula Williams-Wray
Beth Harden

Teacher Aides

Social Worker Technician
School Nurse
Guidance Counselors

Intervention Specialist Instructors

Lindsay Chambers, Lisa
Hammond, Tiffany
Metzler, Christina
Reese
Tamara French
Kim Zerkle
Brandi Stevens,
Tracy Hunt
Jennifer Bonzo, Kyle
Deel, Jodie Harrison,
Lori Hawks, Cassidy
Massie, Nicholas
Metzler, Jessica Taylor,
Tayler Wood

Academic Staff

Dean of Academics
Student Support Services Technician
Administrative Professional III
Language Arts

Social Studies

Math

Sciences

Mark Broermann
Karlita Stump
Renee Argabright
Amanda Hughes, Dan
Polcyn, Tracy Staten,
Alison Allen, Tim
Bartee, Morgan Kearns,
Tamron McCain
Corey Ruby, Victor
VanMeter,
Morgan Daniels, Katie
Dimel, Obadiah
McClanahan, Autumn
Perkins, Tracy Staten
Matthew Crabtree,
Breanna Gragg,
Kimberly Lewis, Paul
Polcyn

Career Technical Education Staff

Dean of Career Technical Education
Student Support Services Technician
Administrative Professional III
Job Placement/Apprenticeship Instructor
Welding Technologies

Agricultural & Diesel Mechanics
Auto Collision Technology
Auto Service Technology
Commercial Construction
Electrical, Broadband and Telecommunications
Cosmetology
Criminal Justice
Cyber Security

Allen Kiger
Karlita Stump
Renee Argabright
Justy Burleson
Paul Combs, Tim
Howard
Jason Dunn
John Hughes
Brandon Potter
Duane Bing
Jeremy Jenkins
Kim Dawkins
Frank Yablonsky
Shaun Northup

Culinary Preparation
Early Childhood Education
HVAC
Health Academy

Marjorie Kiefer
Carrie Williamson
Mark Chaney
Mike Davis, Cyndal
Smith, Hannah Wolford

Satellite Programs

Dean of Partnerships
Student Support Services Technician
Agricultural Education - Gallia Academy

Agricultural Education – Jackson

Agricultural Education - Oak Hill
Athletic Trainer Program – Oak Hill
Athletic Trainer Program- Gallia Academy
Business & Administrative Services - Wellston
Hospitality – Wellston
Business & Admin. Services- Gallia Academy
Career Exploration Guide/WIOA Instructor
Career Exploration Guide
Information Tech. Interactive Media- Oak Hill
Information Tech. Interactive Media- South Gallia
Information Tech. Interactive Media- Wellston
Information Tech. Interactive Media- Jackson
Information Tech. Interactive Media- River Valley
Welding- Vinton County

Ellen McCabe
Karlita Stump
Jerrod Ferguson
Katherine Dickson
Michael Clark
Pam Updike
Matthew Bennett
Sarah Griffith
Lori Ward
Michael Davis
Laura Roth
Mitch Meadows
Rylee Perkins
Samantha Shaffer
Tammy Roush
Jason Stout
Michael Brace
Adam Rippeth
Jeremy Peck
Devin Gibbs

Postsecondary Staff

Dean of Postsecondary Instruction
Administrative Professional III
ASPIRE Coordinator
Customized Training & Placement Facilitator
Financial Aid Officer
Financial Aid Assistant
Practical Nursing Coordinator
Surgical Technology Instructor
Postsecondary Instructor- Cosmetology
Student Support Services Technician
Nursing Instructor

Surgical Technology Instructor

WIOA Program Coordinator
WIOA Instructor

Tyler Schweickart
Danita Ross
Kelly Morgan
Jamie Conway
Danielle Malone
Hunter Rife
Amber Nowlin
Rebecca Polinsky
Sharelle Gerstenberger
Susan King
Rebecca Blevins, Cara
Gibson, Fawn Hill,
Jennifer Nance
Jessica Blevins,
Erin Cales, Jennifer
Spetnagal
Lindsay Pierpont
Gwendolyn Hatfield

Drug-Free Workplace Notification (Outpatient alternatives)

<p>Gallia County/ Health and Recovery Services (HRS) 45 Olive St., Gallipolis, OH 45631, 740-446-7866 Field of Hope, 11821 SR 160, Vinton, OH 45686 740-245-3051 TASC, 499 Suite F, Gallipolis, OH 740-446-6471 PRISM, 254 Pinecrest Drive, Gallipolis, OH 45631 SPERO Health, 392 Silver Bridge Plaza. Gallipolis, OH 740-334-4958 STEPS of Recovery, 1354 Jackson Pike, Gallipolis, OH 740-441-9800 Spectrum Outreach, 458 Second Ave, Gallipolis, OH 45631 740-446-2085 Cardinal Recovery, 1134 Jackson Pike, Gallipolis, OH 740-446-9129 Integrated Services, 1591 SR 160, Gallipolis, OH 740-702-2637</p>	<p>Jackson Counseling Services, 731 Main St., Suite 12, Jackson, OH 45640, 740 286 1589 HRS 500 Burlington Rd Suite 250, Jackson, OH 45640 740-577-3492 TASC 32 Portsmouth St, Jackson, OH 740-286-2918 W4C Jackson Hope Center 84 E Mound St, Jackson, OH 45640 740-577-3834 PATH 336 E Main Street, Jackson, OH 740-688-2586 PRISM 231 Main St, Jackson, 740-771-9051 Spectrum Outreach, 345 E Main St, Jackson, OH 45640 740-288-3767 Integrated Services, 151 East Main St, Jackson, OH 740-577-3033</p>
<p>G-L-M Board of Alcohol Drug Addiction & Mental Health Services/ 53 Shawnee Lane, Gallipolis, OH 45631 740 446 3022</p>	<p>Our Lady of Bellefonte (Inpatient for Adults)/ Ashland KY 41105, 606-833-3333, Toll-Free 866-910-6524</p>
<p>Hopewell Health Centers 24-Hour Crisis Line: 888-475-8484 OR 800-252-5554 3086 State Route 160, Gallipolis, OH 45631, 740-446-5500 112 E. Memorial Drive, Pomeroy, OH 45662, 740-992-2192 313 ½ W. Main Street, McArthur, OH 45651, 740-596-2542 502 McCarty Lane, #5, Jackson, OH 45640, 740-286-5245 500 Burlington Road, Suite 240, Jackson, OH 45640. 740-286-5075</p>	<p>SAMHSA 800-662-4357 To find substance treatment and information</p> <p>Employees must notify the employer in writing of a conviction for a violation of a criminal drug statute occurring in the workplace within five (5) calendar days after such conviction.</p>

ASBESTOS NOTIFICATION

Please be advised that following the renovation work at the Buckeye Hills Career Center, the United States Environmental Protection Agency designated the facility as asbestos free. A copy of the school's asbestos management plan is available for review in the Superintendent's Office.

RESTART PLAN TAKES PRECEDENCE

The Faculty handbook is geared primarily toward everyday situations rather than exceptional circumstances brought on by the pandemic. Buckeye Hills Career Center has adopted a Restart Plan addressing the pandemic documented on our website at www.buckeyehills.net. The plan is updated regularly due to changing information and conditions. It is the goal of this plan to keep students and staff safe during the pandemic. Be advised that the Restart Plan and any policies adopted by the Gallia-Jackson-Vinton school board related to the pandemic take precedence over the Faculty handbook.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974 has focused increased attention on student records. In brief, the FERPA is designed to protect privacy and ensure the accuracy of student records.

The student's cumulative file is available to the parent(s) or the student (if they are over 18). A request must be in writing, granted within 45 days, and given out only through student services unless otherwise directed by an administrator.

The District informs parents and eligible students ANNUALLY via the student handbook.

The following rights exist, Parents can:

- A. inspect and review the student's education records;
- B. seek to correct parts of the student's education records, including the right to a hearing if the school authority decides not to alter the records
- C. file a complaint with the U.S. Department of Education
- D. acquire information concerning the procedure which the parent(s) or eligible student should follow to obtain copies of this policy

DIRECTORY INFORMATION

- A. student's name
- B. student's address
- C. telephone number(s)
- D. student's date and place of birth
- E. participation in officially recognized activities and sports
- F. student's achievement awards or honors
- G. major field of study
- H. dates of attendance ("from and to" dates of enrollment)
- I. date of graduation

We will disclose without prior written consent, EXCEPT when the request is for profit-making or when the parent/eligible student has informed the Board that any or all such information should not be released without their prior written consent or when disclosure is otherwise prohibited by law.

The Administrators and Counselors will serve as the school officials who qualify as having legitimate educational interests.

Each student's official school records include the following.

- A. Records to be RETAINED PERMANENTLY (100 years)
 - 1. Name and address of parent(s)
 - 2. Verification of date and place of birth
 - 3. Dates and record of attendance
 - 4. Course enrollment and grades
 - 5. Test data
 - 6. Date of graduation or withdrawal
- B. Records of verifiable information to be RETAINED DURING THE STUDENT'S SCHOOL CAREER

1. Medical/health data
 2. Individual psychological evaluation (gathered with written consent of parent(s))
 3. Individual intelligence tests, tests for learning disabilities, etc.
 4. Other verifiable information to be used in educational decision making
- C. Maintaining student records
1. Transcripts ... only factual information. ... clearly defined educational ends.
 2. Teacher and staff B. comments related to student performance excluding value judgements

Exceptions to “Education Records”: Education records are any records (in handwriting, print, tapes, film, or other medium) maintained by the District, an employee of the District, or an agent of the District that are related to a student, except personal record kept by a school staff member that meets the following tests:

- A. it is in the sole possession of the individual who made it;
- B. it is used only as a personal memory aid and
- C. information contained in it has never been revealed or made available to any other person, except the maker’s temporary substitute;

ATTENDANCE GUIDELINES

Students who have been absent should submit a written note, on the day of their return containing the following information:

1. Student name
2. Date(s) of absence
3. Reason for absence
4. Signature of parent/legal guardian

Students forgetting their notes have three (3) days to bring them to the Attendance staff. Students must bring in the note within one day to be marked as having an excused absence. Students who are tardy or know they must leave school early must also report to the Attendance Office when they arrive on campus.

Career-Technical Certificate Requirement

Students must have a minimum of 90% attendance and maintain a passing average in each career-technical class during each year. (Students taking three or more years to complete the program must choose two years to be applied to meet the certificate requirements.)

STRATEGIES FOR ATTENDANCE SUCCESS

1. Continue the Tardy Consequence Program implemented during the 2022-23 school year
2. Ensure parents and students understand the importance of excused absences. (i.e., getting a doctor’s excuse, parent notes, or calls to the attendance office)

3. Develop a QR code for parents to utilize for submission of student's doctor, court, or parent excuses.
4. Continue allowing parents to participate in attendance intervention meetings by phone. (This approach has been successful in increasing parent involvement).
5. Continue to encourage staff to role model good attendance.
6. Continue working with Probation Officers in each county for their diversion program. (Gallia
7. County meets with the student and parent at BHCC when a student has 5 unexcused) absences.
8. We send out court notices to the parents and courts. 1st court notice at 3 unexcused absences, 2nd court notices at 8 unexcused absences.
9. Per House Bill 410, we send out Excessive Absences and Habitually Truant notices. The latter is the trigger for an AIT or Success Meeting.

Habitually Truant is defined as any child of compulsory school age who has been absent without legitimate excuse for:

- a. 30 or more consecutive hours
- b. 42 or more hours in a school month, or
- c. 72 or more hours in a year

Excessive Absences is defined as any child of compulsory school age who has been absent without legitimate excuse for:

- a. Absent 38 or more hours in one school month with or without a legitimate excuse; or
- b. Absent 65 or more hours in one school year with or without a legitimate excuse.

Tardy Consequences Program

Number of Tardies	Consequences
5 (per semester)	1 Lunch Detention
10	1 Day In-School Suspension
15	1 Week Loss of Driving Privileges
20	2 Days In-School Suspension
25	1 Month Loss of Driving Privileges
30	3 Days In-School Suspension
35	Loss of Driving Privileges for Remainder of Year (Loss of Driving Privileges includes loss of riding with a friend. Student must ride the bus or be dropped off by parent.)

Absence from School

Excused Absences - refer to Student Handbook

Unexcused Absences - refer to Student Handbook

Absence Intervention Team:

The school-based absence intervention team will establish a student-centered absence intervention plan by identifying specific barriers and solutions to attendance problems. Refer to the student handbook for details.

College Visitation

College visitation will be considered an excused absence if the student provides verification from the visited college.

Religious Absences

Student Rights and School Responsibilities:

- Students may be excused for up to THREE religious expression days per school year.
- Absences must be for holidays or events under a recognized religious or spiritual belief system.
- No academic penalty will be imposed for approved absences.
- Students may participate in extracurricular activities on these days.

Request Procedure:

1. A parent/guardian must submit a completed Religious Expression Day Request form. - Forms should be submitted within 14 days of the school year start or enrollment.
2. The principal will approve the request without questioning religious sincerity.
3. The principal may verify the request with the listed parent/guardian.

Job Interviews and Apprenticeship Applications

A job interview or an apprenticeship intervention visit will be considered a student activity only if it relates to job placement, co-op placement, or potential permanent employment.

Scheduling and coordinating these interviews must be arranged through the Placement Coordinator. The student needs to notify the Attendance Office of such arranged interviews.

Recording Absences

It shall be the responsibility of the instructor to take daily attendance by 8:40 AM each school day. First-period attendance must be entered into the current student software system. When you cannot access the system, please document your absences and notify the attendance office. Teachers should monitor class attendance each period and report discrepancies to the office immediately. Accuracy in taking attendance is of the utmost importance, and this task is not to be assigned to a student.

Instructors shall review the attendance records at the end of each nine (9) week grading period. It is important to note that even though the attendance records in the Attendance Office serve as the official school record, this does not relieve the instructor of the responsibility of maintaining an accurate daily record.

Tardiness

Tardiness to school is defined as arriving at school after the tardy morning bell has rung. Students arriving at school after the initial tardy bell will be counted as absent for the late minutes.

A student is entitled to an excused tardy only if the late student arrives with a note dated and signed by the parent/guardian. The excused tardy must be related to one of the eight (8) reasons earlier listed for excused absences. If a student goes over the ten (10) excused days of absence, tardiness to school will be recorded as unexcused, except for the following:

1. Death in the immediate family
2. Doctor/Dentist appointment (with signed slip from the doctor/dentist)
3. Emergency or other set of circumstances (as determined by the administration)
4. A court appearance (with appropriate documentation from the court)

Unexcused tardy minutes to school are added to a student's unexcused absences and will result in progressive punishment—every minute counts.

Tardiness to class is defined as needing to be in the designated area of instruction when the bell to begin class rings. Students who are tardy to class will sign the teacher's tardy book.

Continued tardiness to class will result in progressive punishment.

Students arriving after 8:20 AM on a late bus MUST report immediately to the Attendance Office. Such tardiness will not count against the student.

Release of Students from School/Leaving During the Day

To ensure the safety of all students, stringent protective measures must be enforced. Each student is under the jurisdiction of the Career Center until the end of the school day.

1. No student may leave the premises during the school day without prior approval from the Attendance Office.
2. Administrators may release students before the end of a school day only on presentation of a request from the student's parent or guardian or for emergency reasons.
3. In cases of family dissension (divorce, step-parents, grandparents, or separated parents, etc.), a request often comes to prohibit one party of the conflict from taking the student from school. Such requests should be honored only when legal status is established.
4. Students should be released for days of religious observance upon request of their parents. A note signed by the parent must be brought to the Attendance Office before the day of observance.
5. Requests for released time for dental and medical appointments are to be honored. Mutual understanding on this point is essential among parents, physicians, dentists, and school administrators if the child's best interest is to be served. Appointments after school and on non-school days are desirable.
6. Students who become ill during the school day should check with their instructor before reporting to the office.
7. Co-Op and Job Placement students may leave the building during the day for further training/work in their career-technical area. In addition, students may be approved, at the request of the home school, to participate in home school-sponsored activities (band, sports, etc.) that occasionally occur during the school day and may require early dismissal. Students

participating in a home school-sponsored activity must maintain a C average in all classes they are missing to continue being allowed to participate in the home school-sponsored activity.

8. All students will be required to report to the Attendance Office each day that the student leaves campus for any reason, including Job Placement and participation in school sponsored activities during the regular school day. Student grades may be considered before approval to leave campus to participate in those school-sponsored activities.
9. All students are still under the school's jurisdiction even while away from the school site. Proper conduct is expected at all times. All students, even those going to clinicals or events, must either sign out personally or have the supervising teacher give a list to the office of those who are going and those who are staying.

Early Dismissals

Early dismissal is defined as leaving the school premises before the official 2:35 P.M. dismissal time. Students leaving school early will be counted as absent for the number of minutes they are not in school.

Students MUST provide prior notification, in written form, to the Attendance Staff to obtain an Early Dismissal permit slip before leaving the Career Center.

Excused early dismissals will be granted for one of the 8 (eight) reasons listed under Excused Absences, provided the above guidelines have been followed. If a student goes over the ten (10) excused days of absence, early dismissals from school will be recorded as unexcused, except for the following:

1. Death in the immediate family
2. Doctor/Dentist appointment (with signed slip from the doctor/dentist)
3. Emergency or other set of circumstances (as determined by the administration)
4. A court appearance (with appropriate documentation from the court)

Unexcused early dismissal time is added to a student's unexcused absence time and will result in progressive punishment—every minute counts.

Early dismissals resulting from an early bus or school-sanctioned early release will not count against the student.

Students shall be released from school, while classes are in session, to any person once that individual furnishes adequate identification of their right to make this request. No student shall be released during school hours as the result of a request received by telephone, in writing, or verbally unless the Dean, or their designee, is convinced beyond doubt that the petitioner is entitled to make such request by virtue of paternity or other family relationship, or has been authorized to do so by the competent authority.

Make-Up Time Procedures and Alternatives/Home Instruction

The following guidelines are to be considered and followed when students need "making up" time:

- a. Students are permitted to make up only the unexcused absences that have been changed to excused by the action of the Attendance Review Committee. An Attendance Review Request Form must be filled out with appropriate documentation.
- b. Banking of hours will not be permitted.

- c. Make-up time can only be accomplished at times other than regular class time.
- d. Providing the instructor gives permission, students may make up time obligations before or after the school day. Appropriate activities for the make-up time obligation must be determined in advance by the instructor and Dean. The instructor must supervise all make-up time and be an approved related activity to the particular career technical program. Final approval for make-up time is the responsibility of the Career-Technical Dean.
- e. Students cannot use their instructor's "extended service time" for any make-up obligations.
- f. Instructors are not required to spend extra time at the Career Center for student make-up time. The makeup of the time obligation is a student's responsibility and must be initiated by the student.
- g. Documentation of make-up time is to be noted in two places:
 - i. on a student "make-up time receipt" obtained in the Student Services Office. The following are to have copies of the receipt as completed daily: the instructor, the student, and the Student Services Office via the Dean. (After checking the information, the Dean will initial and route the receipt to the Student Services Office for filing.)
 - ii. in the instructor's attendance record book

Withdrawal from School

Student Return to Participating School and Program Transfer

Any student wishing to return to their participating school must have a personal conference with the Student Services staff. The student should initiate this conference as soon as possible after school begins. The student must complete a withdrawal form which must be signed and approved by the student, the student's parent/guardian (if the student is under 18), and school officials. This will only be allowed during the third week. After the third week, transfers to the participating high school are not considered feasible. Also, students will not be deemed withdrawn by turning in their books, tools, etc. They must officially withdraw by contacting the Student Services Office and following the prescribed withdrawal procedures. It should be noted that all grades and credits will be withheld until all fees owed by the students have been paid, and other obligations are met.

Homeless Students

Children who meet the Federal definition of "homeless" will be provided a free appropriate public education in the same manner as all other students of the District. To that end, homeless students will not be stigmatized or segregated based on their status as homeless and will be assigned to the school serving those non-homeless students residing in the area in which the homeless child is living. The

District shall establish safeguards that protect homeless students from discrimination based on their homelessness.

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence and include those who meet any of the following criteria:

- Share the housing of other persons due to loss of housing, economic hardship, or similar reason;
- Live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations;
- Live in emergency or transitional shelters;
- Are abandoned in hospitals;
- Are awaiting foster care placement;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, or;
- Live in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.

Additionally, pursuant to Federal and State law, migratory children living in the circumstances described above are also considered homeless.

Homeless preschool-aged children and their families shall be provided equal access to the educational services they are eligible for, including preschool programs administered by the School District.

The District shall remove barriers to the enrollment and retention of homeless students in schools in the

District. Homeless students shall be enrolled immediately, even if they do not have the necessary enrollment documentation, such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

Homeless students will be provided services comparable to other students in the District including:

- Transportation services;
- Educational services for which the homeless student meets eligibility criteria, including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children with disabilities, and educational programs for students with limited
- English proficiency;
- Programs in vocational and technical education;
- Programs for gifted and talented students;
- School nutrition programs;
- Before- and after-school programs.

Homeless students have the right to remain in their school of origin or the local attendance area school, according to the child's best interest. The school of origin is the school the student attended when permanently housed or last enrolled. The local attendance area school is any public school where nonhomeless students living in the area where the student lives are eligible to attend.

Homeless students have the right to dispute their school assignment if their assignment is other than their school of origin. In determining the student's best interest, the District shall, to the

extent feasible, keep the student in the school of origin, except when doing so is contrary to the wishes of the homeless student's parent or guardian or the unaccompanied youth. If the student is sent to a school other than the school of origin or a school requested by the parent or guardian, a written explanation, including a statement regarding the right to appeal, will be provided to the homeless student's parent or guardian or the unaccompanied youth.

The Board of Education requires that these rights and the dispute process be communicated to the parent or guardian of the homeless student or unaccompanied youth.

In addition to notifying the parent or guardian of the homeless student or unaccompanied youth of the rights described above, the District shall post public notice of the educational rights of children and youth experiencing homelessness in each school.

At the request of the parent or guardian, or in the case of an unaccompanied youth, the local homeless liaison, transportation shall be provided for a homeless student to and from the school of origin as follows:

- If the homeless student continues to live in the School District where the school of origin is located, transportation will be provided per District policy/administrative guidelines.
- If the homeless student moves to an area by another district, though continuing his/her education at the school of origin, the district of origin and the district where the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin. The responsibility and costs must be shared equally if the districts cannot agree upon such a method.

The Superintendent will appoint a Liaison for Homeless Children who will perform the duties as assigned by the Superintendent. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

The homeless liaison will assist, to the extent feasible, the homeless students and their parent(s) or guardian(s) or unaccompanied homeless students in their efforts to provide documentation to meet State and local requirements for entry into school.

All records for homeless students shall be maintained so that they are available in a timely fashion and can be transferred promptly as necessary.

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

42 U.S.C. 11431 et seq. (McKinney - Vento Homeless Act)

School Admission (Policy JEC)

The Board believes that the career technical programs of the District should be available to as many qualified and interested young people, as existing resources will allow.

Students are eligible for admission if they meet the requirements of the particular program they wish to enroll in.

Students not entitled to attend the Career Center on a tuition-free basis are charged tuition in accordance with State law.

Adult education students are charged tuition and fees in accordance with individual program guidelines.

New entrants at all grade levels in the special education consortium programs must first be enrolled in a participating district.

Career Technical Education Programs- Admission requirements for career-technical programming at the main campus:

Sophomore or 10th Grade Status

Only a Career Based Intervention Program will permit sophomore or 10th-grade students into the program. The student must meet the definition of economically or academically disadvantaged. Admission Requirements: 2-4 Core Credits

Junior or 11th Grade Status

Admission Requirements: 8 Core Credits and 2 Electives

A student not meeting the admission requirements will be individually screened and assessed by the

Superintendent and his/her designee for a final determination of enrollment/placement. If enrolled, the student must enter into a student success plan. The administration will track the student's individualized progress quarterly.

Senior or 12th Grade Status

Admission Requirements: 10 Core Credits, 2 Electives, Health/PE Credit

A student not meeting the admission requirements will be individually screened and assessed by the

Superintendent and his/her designee for a final determination of enrollment/placement. If enrolled, the student must enter into a student success plan. The administration will track the student's individualized progress quarterly.

Extend a student beyond the 12th Grade or through age 21

The IEP team, which must also include a Buckeye Hills staff member, will make a determination on placement for extending a student through the age of 21.

SAFETY AND STUDENT DRESS

Buckeye Hills Career Center is a uniform school. Students must wear program-specific uniforms all day and be visible from all directions at all times. . All students are required to follow safety practices and dress codes as determined by the individual program areas, based on current industrial practices. Students will be permitted to wear all BHCC issued clothing. This includes all items, even hoodies, purchased from the Buckeye store and provided by BHCC. The career technical lab teacher may require students to remove items for safety, specific activities, and/or clinicals or shadowing.

1. Uniforms/program shirts/scrubs and Picture IDs must be worn as assigned and may not be altered.
2. PPE as required in lab areas.
3. Administration may approve specific days when students may wear other school-appropriate clothing except when proper PPE is required.
4. Jackets and other cold-weather coverings may be worn outside, but students must be in uniform inside the buildings.

Students violating the dress code will:

1. Be asked by the teacher to comply with uniform guidelines. Clothing items will be available for loan at the student services office.
2. Students who fail to comply will be disciplined under insubordination.

USE OF MEDICATIONS

The Board of Education shall not be responsible for diagnosing and treating student illness. The administration of any medication to a student during school hours would be permitted only when the student cannot attend school if the medicine was not made available during school hours.

Physician Prescribed (Prescription or Over-The-Counter)

For purposes of this policy, "medication" shall include all medicines prescribed by a physician – either prescription or over-the-counter.

General Medication Administration Record (MAR)

In cases where a physician prescribes medication - either prescription or over-the-counter - which is to be taken during school hours, the General Medication Administration Record (MAR) and the

Medication Drop-Off and Pick-up Instruction form must be completed with the proper physician and parent/guardian signatures. The conditions and the medication must be turned in to the office by the parent/ guardian or an agreed-upon designee. The drug must be in a prescription container or the original unopened over-the-counter container and must indicate who, when, and how much. No medication is to be in the possession of students at any time at school or school-sponsored events. The

Dean must approve any variation to this procedure of Student Services.

The Superintendent has developed the following procedure for the administration of medications that have been ordered by a physician:

1. School personnel may not provide students with aspirin or other medication.
2. Diagnosis or treatment beyond the first aid procedure is not usually the school's responsibility and is legally prohibited for non-medical personnel.
3. Pupils should take the medication in school only when their health may be jeopardized without it. Such medicines may be taken only under the Dean's or his designee's supervision.
4. Pupils requiring medications at school must have a written statement from the family physician that provides information as required by ORC 3313.713.
5. Written statements from the parent permitting to give of medication prescribed by the family physician shall be required by ORC and the school.

Parental Request for Over-the-Counter Medication

In cases where a parent/guardian deems it necessary for over-the-counter medication to be taken during school hours, the drug must be in the original unopened over-the-counter container, and the appropriate permission form must be completed and signed. The school reserves the right to require a completed "MAR" form at its discretion. The parent/guardian or 18-year-old/older student must pick up medication by the last day of school. Failure to do so will result in the drug being correctly discarded.

No prescription or over-the-counter medications should be in a student's possession at any time during school or at school-sponsored events. Any variation to this procedure must be at the approval of the Dean.

EDUCATIONAL OPTIONS, including Independent Study

When initiated, educational options must adhere to the following criteria.

1. The parent(s) must provide written approval for students under 18 to participate. A copy of the written permission must be retained in the school files. Students 18 or older must submit a written request to participate. This request is kept on file.
2. An instructional plan containing written measurable objectives must be submitted to and approved by the Superintendent. Instructional goals must align with the District's curriculum requirements.
3. The instructional plan specifies major instructional activities and identifies materials, resources, facilities, and equipment needed to achieve instructional objectives.
4. Promotion and retention decisions for kindergarten through eighth-grade students participating in an optional instructional plan are based on student performance relative to the option's objectives.
5. The instructional plan includes a written method for evaluating student performance.
6. In tutorial and independent study programs, a certificated/licensed teacher provides both the instruction and evaluation of students. In all other cases, a certificated/licensed teacher only evaluates student progress.
7. The written instructional plan includes a time to evaluate the educational option. The results of the evaluation determine the continuance of the opportunity.

Structure of Independent Study:

Students vary in the number of skills, self-discipline, responsibility, and interest they possess. As a result, three levels or plans have been developed to provide students with opportunities for independent study:

Level I: The study is teacher-directed. Systematic review and discussion with the teacher are required. The subject matter is closely related to class instruction. The project is limited to two weeks.

Level II: The study is more student-oriented. The students must confer with the teacher once each week. The project is limited to four weeks.

Level III: The student is entirely responsible for their learning. They report to their teacher by appointment (bi-weekly). Projects may range far afield from the regular course content. These projects are limited to one grading period.

Projects may be interdisciplinary in nature. Opportunities to work or study in other areas (laboratories, shops, etc.) or off-campus may be arranged. Students who fail to develop and demonstrate a degree of self-discipline and responsibility for independent study will be phased out.

HOMEWORK

The following guidelines have been developed to assist teachers in establishing and correcting homework assignments:

1. All homework given should have a specific objective.
2. Homework assignments should be appropriate for the grade level and abilities of the individual student involved.
3. Assignments should involve skill reinforcement, research skills, affective experiences, and experiences in creativity.
4. All homework given should be discussed and corrected. If collected, it should be returned within a reasonable time with acknowledgment or corrections appropriate to the nature of the assignment.
5. The time limits for the completion of homework should be:
 - a. be reasonable and consistent with the nature of the assignment given.
 - b. provide an interim appraisal of progress for block-of-time assignments.
 - c. include a reasonable time for the make-up of missed homework assignments.
6. This may not be used for disciplinary purposes.

PARENT PORTAL

The Parent Portal is a tool that parents can utilize to review their child's grades and attendance. Instructors may also use this tool to communicate with parents and students. To maximize the effectiveness of this tool, instructors will update their assignments and grades in the school's computer software system every week.

CREDITS

As determined by the student's specific program, up to eight credits may be earned by a student completing their course of study. First-year students who fall below a 60% average in Career Technical course may not continue instruction in the same program the second year and may re-apply in another program.

The administrator will consider exceptional circumstances.

GRADING AND EVALUATION

Evaluation of student progress is an ongoing process throughout the school year. Instructors at the

Buckeye Hills Career Center should attempt to evaluate students based on the individual's capabilities and efforts.

Our objectives are for students to complete the career-technical program (laboratory and technical theory) and appropriate academics needed for graduation. Laboratory evaluation should reflect skill, knowledge, attitude, and attendance.

Please consider the benefits of student evaluations:

1. Provides an opportunity to stimulate or encourage a student to perform to the highest potential.
2. Provides an opportunity to appraise a student's performance, attitude, and attendance.
3. Provides a mechanism to inform students and parents of the student's progress.
4. Assists employers in predicting the probable success of prospective employees.

Grading Scale

- 90% to 100% - A - Outstanding work
- 80% to 89% - B - Above average work
- 70% to 79% - C - Average work
- 60% to 69% - D - Below average work
- 50% to 59% - F - Failing work
- I - Incomplete

Categories for grading

- Employability = 10%
- Formative = 50%
- Summative = 40%

Drastic Failure Guidelines

A drastic failure occurs when a student does not earn the minimum grade required for passing while numerous interventions have occurred. Two factors for a drastic failure are 70% or less attendance not including excused absences or extenuating circumstances OR 60% or more of their work is incomplete.

Drastic failures are determined every nine weeks. Potential extreme shortcomings must be reported to the administration two weeks before grade submission. Each intervention strategy

should take place approximately one week apart to enable the student time to improve. Students who need to improve at interims should begin this process to meet time-lines.

Intervention Strategies

Intervention Strategy 1 - Teacher-Student meeting – The teacher meets with the student to discuss concerns and develops an improvement plan. The teacher then contacts the student's family to discuss problems and improvement plans. The teacher documents the meeting and notifies the counselor.

Intervention Strategy 2 – The counselor meets with the student to discuss continued behavior and the improvement plan. The counselor documents the meeting, informs the teacher of any new information gained from the conference, and notifies the administrator.

Intervention Strategy 3 – The administrator meets with the student discussing continued behavior and improvement plan. The administrator documents the meeting and informs the teacher of any new information gained from engagement and any modifications or additions to the improvement plan.

If all intervention strategies are completed, and potential drastic failure is reported to the administration appropriately, the student will receive the grade earned instead of the established minimum rate. This extreme failure grade will be averaged into their final semester grade.

To summarize, the instructor is responsible for the evaluation of the students. There are allowances for individual instructor consideration in evaluating student performance; however, there must be a uniform format for the actual computing of the grades.

Grade Records

Grades must be entered **weekly** into the data software program for reporting. A sufficient number of grades shall be recorded in the grade book to accurately evaluate the student's progress every nine weeks. The grade book should provide descriptive terminology for each step, denoting the basis for the quality, i.e., tests, daily work, demonstrations, reports, etc. Rates entered in the grade book must be justified. The data information system will generate report card grades available to the student and parent/guardian.

REPORTING STUDENT PROGRESS

Student Progress Reports

Communicating with parents and keeping accurate records of student performance are two important reasons for using Student Progress Reports.

Student Progress Reports will be made available to parents at the designated "mid-term" date of each nine (9) week grading period (see "Grading Period Dates," Section 1).

These reports are intended to help the student by pointing out areas of work where improvement is needed. They do not necessarily indicate that the student has failed but may

need to be doing the type of work they are capable of. They may also be sent to parents to show an excellent improved position.

It is also the instructor's option to send these reports at any time/he deems necessary. Instructors must complete the "Student Progress Reports" in the computer system. These reports will be made available to parents by the Student Services Office.

Credit Deficiency Notices

A Career-Technical School Counselor will meet with each student with credit deficiencies. This information is noted, and the student and counselor sign the notice. A copy is sent to the participating school counselor and the parent.

Parent Contact and Conferences

The parent/instructor conference is one of the most effective techniques for instructors to communicate positively with parents. Instructors are encouraged to promote such meetings, following these guidelines:

1. provide specific information to the parent/guardian as to the time, place, and purpose of the conference;
2. schedule the conference during a planning period or when there is adequate time available for the meeting;
3. conduct the conference in a private and respectful atmosphere, remembering the importance of confidentiality; and
4. compile, for personal use, a few notes summarizing the major points of the conference.

PROMOTION AND RETENTION

LEVEL I students must complete the career-technical program with a passing grade, (laboratory and technical theory) to be placed into Level II of the program. They must also have appropriate grade-level credits, including academic credits needed for graduation.

LEVEL II students must complete, with a passing grade, the career-technical program (laboratory and technical theory). They must also have appropriate credits, including those needed for graduation retention.

Students who fail the CTE program

Level I & II students who fail the career-technical program (laboratory and technical theory):

1. Must reapply to Buckeye Hills with academic, behavior, and attendance entry stipulations applying as if a new student.
2. Must apply to a different career-technical program (not the one failed)
3. Or must return to the home school

The Dean may waive any of these rules after considering extenuating circumstances, especially extreme circumstances beyond the student's control. The student's Individual Career Plan and credit deficiencies will be considered in the determination.

Completion of Career-Technical Programs

There are two options for students completing a two-year program:

1. by receiving passing grades but failing to meet the requirements for a career-technical certificate of completion. (Students could graduate from their participating school if cleared for credits. They would receive a Career Passport for completed accomplishments.)
2. receiving passing grades in the laboratory and technical theory, an overall average of 60%, and obtaining 90% attendance. (Students would be able to graduate from their participating high school if cleared for credits and receive a career-technical certificate of completion and a Career Passport. The Career Passport is a credentialing document that will present, in a formalized manner, the student's Resume, Credentialing documents, Verification of Employability Skills, Awards, other certificates, licenses, etc.)

Please note that students do not graduate from the career-technical school but from their participating school. The participating schools issue diplomas to those students who meet the requirements established by that District for graduation.

Career-Technical Certificates of Completion are presented to students who meet the requirements as established by Buckeye Hills Career Center.

ACADEMIC RECOGNITION

Honor Roll

Honor Roll standing requires a grade of "B" or better. The Honor Roll is compiled at the end of each grading period per participating school.

National Honor Society and National Technical Honor Society

The purpose of the National Honor Society is to create enthusiasm for scholarships and a desire for service, to promote skills, and to encourage development of character. Membership is available to eligible juniors and seniors and is based upon scholarship, service, leadership, and character. Eligibility is based on NHS and NTHS guidelines.

Buckeye Bucks Incentive Program

The incentive program considers attendance, behavior, and lab work completion. Every nine weeks, a student will be rewarded for having demonstrated these traits if they:

1. Has 90% or better attendance.
2. No office referrals

3. Has a 3.0 or higher GPA for this period.
4. Are up-to-date on all their lab assignments and projects as determined by the lab instructor.

Certificate Program

Each spring, there is a school-sponsored awards program for students. Students are recognized for excellence in career-technical student organization activities, competitive events, school service, community service, and academic activities.

Please note the Certificate Requirements stated earlier:

Students must have a minimum of 90% attendance, maintain a passing average in each career-technical class during each year, and achieve an overall grade average of 60% for all courses included in the program.

WORK-BASED LEARNING AND EARLY PLACEMENT PROCESS

There is an established process for work-based learning that occurs outside of the normal school schedule. Work-Based Learning includes:

- Off-site placement or internships
- Apprenticeships/pre-apprenticeships
- Entrepreneurship
- Enrollment in Adult Education programs

All qualified students must follow this process:

Step 1: Meet with the Job Placement/Apprenticeship Instructor, who will begin the Work-Based Learning Pre-Approval Form.

Step 2: Students must complete a Work-Based Learning Agreement with the Job Placement Coordinator.

Step 3: Instructors must complete the Learning Outcomes and Summary of Demonstration Forms. The Career-Tech Instructor is to identify at least two additional outcomes and standards outside of Strand One from the courses in the pathway. These should align with the desired learning outcomes of the work-based learning experience.

Step 4: Once the student is placed, the Career-Tech Instructor will regularly collect pay stubs (used for attendance) and, every four weeks, ensure the Summary of Demonstration Form has been completed. The Summary of the Demonstration will be used for performance and grade entry evidence.

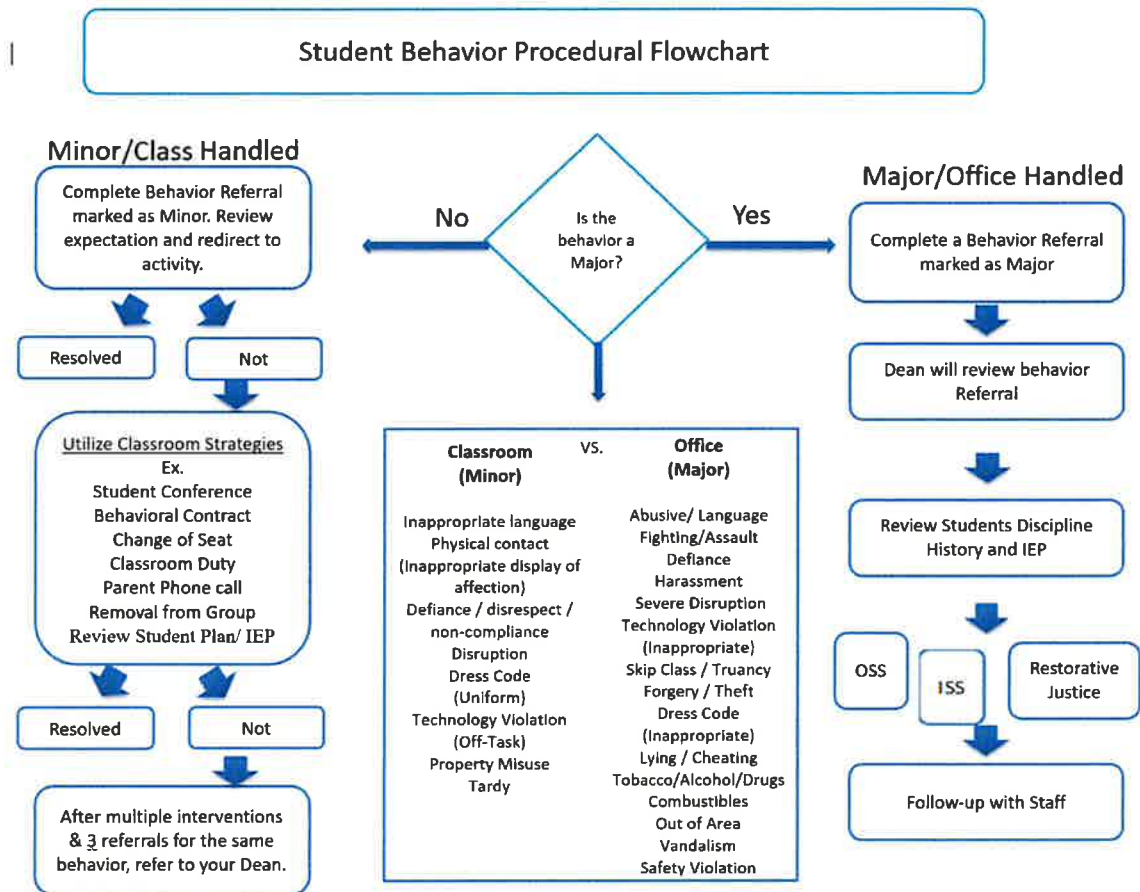
* the Career-Tech Instructor, working with the Job Placement Coordinator, is responsible for ensuring students attend their work-based learning site and perform at established standards. The Career-Tech Instructor should contact the employer at least every four weeks to discuss the student's performance.

* Students who do not abide by the standards of the Work-Based Learning Agreement may be removed from experience and returned to regularly scheduled school.

When a student is not submitting evidence of hours worked

1. The Career-Tech instructor is to contact the students giving them a specified date to submit evidence explaining that their time at work counts as attendance at school. It is important that students understand that not submitting time sheets will result in a rescinding of the Work-Based Learning agreement and an immediate return to instruction at school.
2. If the deadline for submitting evidence is not completed, the Career-Tech instructor contacts the Job Placement Instructor, who will contact the student and parent/guardian explaining that the student is about to have their Work-Based Learning agreement rescinded and an immediate return to instruction at school. This is the last attempt to collect the evidence and keep the student in the Work-Based learning program.
3. If the student fails to provide evidence, the Job Placement Instructor notifies the CTE Dean, who will rescind the Work-Based learning agreement and inform the student and guardian that he/she will return to their scheduled school day at Buckeye Hills CC.

FLOWCHART



STUDENT USE OF THE INTERNET AND CELL PHONES

For Acceptable Internet use for students and for the use of electronic devices such as cell phones, reference the Student Handbook.

STUDENT CODE OF CONDUCT

Student Conduct and Discipline

Students violating the following code of conduct may be subject to disciplinary action, including reprimand, parental conference, detention, in-school suspension, alternative school, out-of-school suspension, and expulsion. The following activities are specifically prohibited:

1. Cutting class/truancy/out of the assigned area
2. Violating the dress code
3. Damage or theft of school or private property
4. Use or possession of tobacco substances or tobacco substitutes, which include electronic cigarettes (e-cigarettes), vape pens, cartridges, and their liquid solution (e-liquid); and the use or possession of matches or lighters.
5. Any use or possession of alcohol, drugs or any sort of mind-altering substance, counterfeit drugs, or drug paraphernalia
6. Cheating or dishonesty
7. Disrespect, insubordination, or profanity.
8. Harassment based on sex, religion, race, or national origin, or any sort of bullying or hazing activities including demeaning emblems, phrases, or items
9. Fighting, physical aggression, threatening behavior, encouraging, or observing a fight
10. Possession or use of any dangerous weapon, or dangerous instrument used as a weapon
11. Unsafe driving and/or unauthorized use of a motor vehicle on school grounds
12. Disruption of the educational process.
13. Violation of Technology Acceptable Use Agreement

No discipline code or handbook can ever cover all eventualities that may arise. In any situation not specifically covered in this handbook, the Administration will be the final arbiter, and such situations will be resolved at the discretion of the Administration.

NOTE: The Board of Education has adopted a "ZERO TOLERANCE" policy for violent, disruptive, or inappropriate behavior by students.

Bullying

Buckeye Hills Career Center strictly prohibits any student behavior that could constitute bullying, hazing, harassment, or intimidation in any form, for any reason. For purposes of this regulation, bullying, harassment, hazing, and/or intimidation means any intentional written, verbal, graphic, or physical acts, including electronically transmitted acts, either overt or covert, by a student or group of students towards 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 District sponsored activity; in any District publication; through the use of any District owned communication tool, including but not limited to District e-mail accounts and/or computers; on school-provided transportation; or at any official school bus stop. In instances where such behaviors occur at a bus stop not controlled by BHCC, or on a bus en route to or from BHCC, the administration will cooperate with the home school administration in applying appropriate sanctions. In evaluating whether conduct constitutes hazing or bullying for the purposes of this regulation, special attention will be paid to the words chosen or the actions taken, whether such conduct occurred in public or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.

Students and/or their parents/guardians may file a written report regarding suspected hazing or bullying. Such reports must be reasonably specific including persons involved, dates and times of occurrence, frequency of occurrence, and language used, or actions taken. Such a report may be filed with any school staff member. The report will be reviewed and appropriate action taken. An informal report may also be filed with any staff member, who will then make written notes to be forwarded to an administrator for review and action when necessary. Such reports may be taken in confidence and the anonymity of the reporting person maintained.

In any instance where it has been determined that bullying, hazing, or harassment has occurred, the perpetrator will have appropriate action taken against them. Such action will depend on the severity of the incident and may vary from informal counseling up through the full range of disciplinary sanctions. Please see Appendix JFCF & JFCF-R for Hazing & Bullying policy; the policy and semi-annual report are posted on the school website at www.buckeyehills.net.

Dangerous Weapons

Students who use or possess a gun, knife, hunting instruments (bows/arrows), or any dangerous weapon on school property, in a vehicle, or at any school-sponsored activity may be subject to expulsion for up to one calendar year.

Note: Any item used as a weapon will be considered as such. Cutting instruments are provided in the labs as necessary, and their use is permitted in lab areas only, as determined by the instructor. Unauthorized possession or use of any knife or any other weapon may also subject the student to loss of driver's license, in addition to any other school or criminal sanctions that may be applied.

Tobacco Use by Students Policy – JFCG

Health professionals have determined that the use of tobacco products can be detrimental to one's health. The Board wishes to encourage good health practices among the students of this District, as well as compliance with Federal and State law. Therefore, the Board prohibits the smoking, use or possession of tobacco in any form by any student in any area or vehicle under the control of the District or at any activity supervised by any school within the District.

“Tobacco” is defined as any product made or derived from tobacco or containing any form of nicotine if it is intended for human consumption or is likely to be consumed, whether smoked, heated, chewed, absorbed, dissolved, inhaled, or ingested by any other means including but not limited to any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, alternative nicotine products, electronic smoking devices, vapor products, any other smoking product, and spit tobacco, also known as smokeless, dip, chew, and snuff, in any form.

Tobacco/eCigarette/Vapor Pen Use by Students

Scientific evidence indicates that the use of tobacco products is detrimental to one’s health. For the health and safety of the student, together with the protection of the facilities, students are not to possess or use tobacco in any form anywhere on school property or at any school-related activity.

The Dean of Students or his/her designee is authorized to deal with violations deemed appropriate for the offense. Administrative staff shall develop proper procedures to promote good student health and welfare.

It is now prohibited by Ohio law for anyone under the age of twenty-one to use, consume, or possess cigarettes, smokeless tobacco, Vape/Juul pens, and other tobacco products such as rolling papers, filters, blunt wrappers, liquids, and other accessories involved with smoking or vaping.

Drug Abuse Procedure

The Gallia-Jackson-Vinton JVSD Board of Education adopted the following procedures to be used in handling incidents of drug abuse that occur while a student is under the jurisdiction of Buckeye Hills Career Center:

1. If a student violates the regulations regarding possession or use of any illegal drug, alcohol, drug counterfeit, or other mind-altering substance, in any form, that student will be suspended from school immediately for ten (10) days and appropriate charges may be filed with the sheriff’s department. Should that same student violate those regulations a second time while attending BHCC, that student will immediately be suspended for ten (10) days, appropriate charges will be filed with the sheriff’s department, and proceedings leading to expulsion will be started.
2. If a student is caught selling or distributing (giving away) alcohol, drugs or other mind-altering substances, in any form, on school property or at any school-sanctioned event, the School Resource Officer will investigate the incident. Appropriate criminal charges will be filed through the local sheriff’s department. Also, the student will be suspended or removed under emergency removal provisions until expulsion procedures have been instituted and action taken by the Superintendent.
3. The above procedures apply to students in one (1) and two (2) year programs. Violations/offenses are carried over to the second or subsequent year of attendance for those students enrolled at Buckeye Hills Career Center. Sanctions may also be applied for counterfeit drugs.

4. Current law permits juvenile students caught using or possessing illegal drugs and alcohol to be reported to the Registrar of Motor Vehicles. This notification will initiate the action to revoke the juvenile driver's license/learner's permit.

CO-CURRICULAR AND EXTRA CURRICULAR ACTIVITIES

Reference Board Policy IGD

The Board of Education believes education aims to develop the whole person of the student. For this reason, an educational program must embody, as an essential element, activities that involve students beyond the classroom and foster the values that result from interaction and united effort.

Joining an Existing Club or Activity

Information is made available to all students at the start of the school year on existing co-curricular and extra-curricular activities.

Initiating a New Activity

The list of activities is in constant change as new ones are added and others are dropped. If a student or a group of students has a special interest, the administration should be informed, and every effort should be made to satisfy that interest. All new co-curricular and extracurricular activities shall comply with the following requirements:

1. have educational value for students;
2. be in balance with other curricular offerings in the schools and be supportive of, and never in competition with, the academic program and
3. be managed in a professional manner.

Student Participation

Students planning to participate in school functions on school days are expected to be in school that day. Any exception must be obtained from the faculty sponsor or appropriate Dean. Students may only be excused from classes to assist in preparation for social functions with the permission of the right Dean.

Teacher Responsibility

1. The cooperation of the entire faculty and administration is necessary to have successful co-curricular and extra-curricular programs. Teachers may be directed to coordinate or assist with co-curricular and extra-curricular activities.
2. Attendance of faculty members at school events, concerts, dances, etc., is encouraged.
3. An administrator will be assigned to attend each evening or Saturday co-curricular or extra-curricular function.
4. Career-Technical Teachers should attend those special fund-raising or social activities sponsored by their class.

5. Students must only be permitted to conduct co-curricular or extra-curricular activity on or off school grounds or in the building, with supervision by a teacher.

Check list for Activities

1. The request needs to be made in the FMX system.
2. Develop and disseminate publicity and advertising information before the activity.
3. Hire police officer (if needed) in advance.
4. Have provision for night deposit.
5. Order tickets and program, proof read, and print.
6. Arrange janitorial services.
7. Arrange sound and lighting in advance
8. Arrange for chaperones.

Activity advisors and chaperones must supervise all group activities, be responsible for the orderliness of their meeting room, and see that participants in the activity leave the building promptly. The next school day, all thefts or injuries sustained in these activities must be reported. If there is a severe injury, the appropriate administrator should be notified by telephone.

CAREER-TECHICAL STUDENT ORGANIZATIONS

FFA (Future Farmers of America) is an organization of young men and women preparing for careers in the industry of agriculture. Activities are conducted locally, district, state, and national. The various activities provide the opportunity for each student to develop his/her abilities in the areas of citizenship, group activities, social graces, and general leadership. These activities include community service projects, judging contests, parliamentary procedures, etc.

BPA (Business Professionals of America) is an association of local, state, and national youth groups supporting Business Education programs within the framework of career technical education. It is designed to develop leadership abilities, interest in the American Business System, and competency in office occupations.

Skills USA helps prepare youth for futures in trade, industrial, and health occupations. Skills USA club activities offer students personal development, citizenship, leadership, and character opportunities. In active clubs, students are eligible to run for local, state, and national offices.

SOCIAL EVENTS OR CLASS TRIPS

1. Adequate chaperones (members of the faculty) must be present at all social events and class trips sponsored by school organizations.
2. Sponsors of school organizations will see that events are adequately chaperoned in keeping with the school policy. Other members of the staff should cooperate with the sponsor.

3. Chaperones will circulate among those present at social events/class trips to ensure students behave properly and locate any students under the influence of alcohol and/or drugs.
4. Please note that these events are restricted to present students at high schools or career technical schools and approved guests.
5. It is imperative that advisors and officers of activities sponsoring events set up an efficient checking system in both the boys' and girls' rooms.
6. It is essential that chaperones be on time so that students are not gathering without adult supervision.
7. Students who leave the event are not to be re-admitted.

PUBLIC PERFORMANCE BY STUDENTS

The Board of Education has recognized the value to students of sharing their talents and skills with the community through participation in public events.

Public participation by students:

1. Students shall be informed in advance of their obligation to participate in public events if the events are a regular part of a course taken for credit. They will be excused from participation only by school attendance rules and procedures.
2. Students only participate in an out-of-school event with the permission of their parent or legal guardian.
3. No student, group of students, or employee of this Board receives compensation for the performance in public of students organized for a school activity.
4. If the event is not a regular part of the course taken for credit: Students will not be required to participate in a public event or penalized in any way for failure to do so.

All requests for public events by students shall be referred to the Superintendent.

STUDENT FUND RAISING

Solicitation of funds

Solicitation of funds is limited and only with the approval of the Superintendent.

1. The gross amount of monies received and paid out in connection with student activity funds subsidized by the Board shall be recorded through the general Board accounts.
2. Fundraising for all student activities requires the prior approval of the Superintendent.
3. Each student activity organization or group with financial transactions shall establish an account on the District records to record its transactions.
4. Advisors or sponsors shall be selected at the direction of the Board, and their duties shall consist of preparing the annual budget and purpose clause of their activity group, supervising the activities of their group, including preparation of fundraising potentials, maintaining group financial oversight, and such other duties as assigned by the Superintendent.
5. Student activity money shall, insofar as possible, be expended in such a way as to benefit those students currently in school who have contributed to the accumulation of such funds.

6. Money derived from the student body shall benefit the student body, not a particular group.
7. Funds collected shall be turned in to the Treasurer within 24 hours.
8. Records shall be maintained of the receipt and disbursement of all such monies in accounts according to the activity involved.
9. An invoice or voucher shall be obtained to verify payment.

Disbursements from the fund are not exempt from bidding statutes; therefore, contracts for material or supplies, whether on purchase or rental, may be made for one year only by the Purchasing Agent following applicable bidding policies of the Board and the statutes of the state.

The Deans shall establish school rules for soliciting funds, which specify the times and places in which funds may be collected, describe permitted methods of solicitation that do not place undue pressure on students, and limit the kind and amount of advertising for solicitation.

Youth Activity Funding Guidelines

Dues and Registrations

Regional, District, State, and National membership dues and registrations will be paid for each full-time student enrolled in a career-technical program. All registration fees, travel, and lodging will be provided for local, regional, state, and national contests that are club sponsored and approved, and supported by the State Department of Career-Technical and Adult Education and the Board of Education.

Budgets

Each service area club and advisor of school-wide events will submit a budget proposal itemizing the anticipated use of funds.

The program Dean shall base approval of all expenses based on the following criteria:

1. Does it meet the written guidelines of spending?
2. Are funds available?
3. Has an organized selection process been followed?
4. Is it an expense that was not requested in the past?
5. Is it appropriate? Will it enhance leadership and skill development?
6. Is it an expense that can be fully or partially approved for all clubs requesting it?
7. Has the program Dean approved the activities in which students are involved and the number of students participating in the action?
8. Do the expenditures directly relate to accomplishing the objectives or purposes listed in the appropriate club constitution?

Parent Group/Alumni Organization Guidelines

Alumni organizations are encouraged to support school approved youth activities. School laws require that a distinction is drawn between school-sponsored youth clubs and outside support organizations; therefore, some basic guidelines are required.

1. The Board should officially recognize Parent Groups/Alumni Clubs.
2. Parent Groups/Alumni Clubs may request the use of career center school facilities for supportive alum activities such as meetings, special activities, etc.
3. Such activities should be separate from regular school instruction. The group is expected to abide by the school's policies regarding facility usage. Current student members must adhere to the stable Student Conduct Code.
4. Current students may join a Parent Group/Alumni Club during the second semester of their senior year, provided the organization permits such student members. Student members and instructors may not hold an office in the Parent Group/Alumni Club.
5. Parent Group/Alumni Club fundraising activities shall not be conducted during school hours or on school property. This includes activities such as: taking orders, receiving and delivering merchandise, etc.
6. Gallia-Jackson-Vinton JVSD name may not be used in any Parent Group/Alumni Club name. Each organization's name should indicate that the group is a parent group, alums, etc.,
7. Each Parent Group/Alumni Club should provide an annual report to the Dean indicating the officers of the organization and basic financial information for the previous year.

STUDENT-SPONSORED PUBLICATIONS

All students must receive prior approval for the distribution, on school district property, of newspapers, magazines, and other literature (called "material" in these rules) not sponsored by the school district.

Prior Review

Five (5) complete copies of the material, in the form in which it is to be distributed, must be submitted to the Dean of each school where distribution is planned at least five (5) school days before the intended distribution date.

Appeals from Reviews

Students denied approval may appeal to the Superintendent, who will complete a review of the material.

CARE OF SCHOOL PROPERTY

The statutes hold parents liable for any damage to school property caused by their children.

Personal Property

From time to time students and teachers use personal equipment to enrich the educational program. The teacher is responsible for informing their Dean so that arrangements can be

made to keep such property safe. The district is not liable unless arrangements are made. All such equipment shall be safe for classroom use.

Textbooks

1. Teachers will keep a written account of all textbooks issued to students. The accounting shall include the following:
 - a. name of book
 - b. condition
 - c. student's name
 - d. number of the book
2. All extra textbooks not assigned to students are instructor's responsibility.

A Student could be charged for a textbook

The following schedule will be used as a basis for establishing the amount of money a student should pay for a damaged book. Determination will be made by the Dean. The price the student pays is based on the replacement cost rather than on the original cost.

If the student is issued a new book, and returns it in good condition, there is no cost to student.

If a new book is returned in only fair condition, the student will be charged 80% of book cost.

If a student is given a book in good condition, but returns it in poor condition, the student is charged 80% of the book cost.

Assessment of Book Charges

The following are the guidelines to be followed when assessing a student's charge for lost or damaged textbooks belonging to the Gallia-Jackson-Vinton JVSD Board of Education.

Good Book - Reasonably clean, no "dog-eared" corners, back or stitching unbroken, no writing.

Fair Book - Pages torn, "dog-eared" corners, back or stitching broken but still intact, written on, water damaged, usable another year.

Poor Book - Torn, back removed, damaged beyond use.

STATEWIDE ACADEMIC ASSESSMENTS

Training of Testing Personnel

1. The district/building test coordinators will provide annual training on statewide assessment procedures and policies prior to the dates scheduled for statewide assessments. In addition, written procedures and penalties for statewide testing shall be included in the Faculty Handbook.

2. Any certified or licensed administrator, teacher, and paraprofessional who is employed by the school district may administer statewide assessments after she/he has participated in annual testing in-service.

Access to Secure Materials

1. Only certified and licensed employees who have participated in the yearly in-service on state and district testing procedures will be authorized to have access to the secure testing materials. Students taking the tests will have access to the test(s) on the day(s) they are taking.
2. Unauthorized persons may not see the tests, nor may they take the tests.

Handling and Tracking Procedures - Paper Tests Only

1. Upon receipt of testing materials, the district/building test coordinator and/or designee shall compare the testing materials' quantities and booklet ID numbers to those on the shipping lists. The district/building testing coordinator shall immediately notify the testing vendor/contractor if any discrepancy exists.
2. Testing materials shall be kept in a secure, locked area from the time of receipt of materials until pick-up for delivery to the testing contractor. Only the district/building test coordinator and trained testing administrators will have access to these materials.
3. Testing materials shall be counted before and after each day of test administration. Daily, written documentation sheets will be used to track the quantity and ID numbers of answer documents and testing booklets obtained and returned by each authorized test administrator.
4. After the first round of test administration, testing materials will be sorted and counted for delivery to the testing contractor. Testing materials will be sorted, counted, and documented on the Materials Resolution Form, which will then be faxed to the Ohio Department of Education and the testing contractor. Any discrepancies in quantities or ID numbers of testing materials will necessitate contact with the Ohio Department of Education and the testing contractor. Additional copies of the Material Resolution Form will be included in the first box of shipped materials, as well as filing a copy in the district/building test coordinator's office(s). Materials will then be shipped to the testing contractor the same or the next business day. The delivery of materials will be tracked. These same procedures will be followed for the shipment of any test materials used during the make-up administration period.

Test Security Violations

Violations to test security include, but are not limited to, the following:

Student Security

1. Students cannot bring additional learning materials to the testing session.
2. Students are not permitted to use reference materials, resources, or devices of any kind on the test except a pencil. Only students identified as Limited English Proficient may use a dictionary and/or thesaurus. An exception can occur if any of these is

specified on a student's IEP as allowable. The testing coordinator or Dean will specify math accommodations for all students. Cell phones, smart watches, or any other electronic device a student could store and/or transmit information are not permitted during the testing session.

3. Students are not to discuss the questions at any time with other students or employees.
4. Students are not permitted to leave the room with test booklets and/or answer documents.
5. The parent of a student taking a test cannot be in the same room to proctor the test or assist in accommodations.
6. Extended time on a test may not exceed one school day.
7. A student's test score could be invalidated, under review by a committee appointed by the Superintendent, if any of the above and/or any other serious violations of test security occur.
8. Follow all test security guidelines that ODE and/or the test vendor-issued. These guidelines may change annually, so attention should be given to administration manuals.

Test Examiners

1. Test examiners are not permitted to change the content or structure of the test (i.e., converting open-ended questions to multiple-choice questions).
2. Accommodations must be approved for each standardized test prior to being provided unless a universal accommodation has been approved.
3. The accommodation cannot change or enhance the student's response. For example, a scribe can only write what the student dictates to him/her. The student is required to indicate the beginning of sentences (use of capitals) and end of sentence punctuation.
4. Producing any material on any non-released proficiency or statewide test is not permissible. It is a security violation to reveal test questions known to be on the test, and it is a violation to alter student responses or to assist a student in cheating in any way. No secure material from any operational test may be released to students, the media, or the public. Furthermore, the release or discussion of any test questions during, before, or after the test with students, teachers, parents, or stakeholders is a violation.
5. No copies or photocopies of the current test may be made and/or kept.
6. Any practice such as a gesture, facial expression, body language, comment, and/or any other action that guides students' responses during an assessment is unethical and/or inappropriate.
7. Any definitions of any words or terms contained in the actual assessment instrument are not permitted immediately preceding or during the test administration.
8. Any practice such as erasing, darkening, rewriting, or in any other way correcting or altering student responses to a test is not permitted.
9. Any practice that supports or assists others in unethical or inappropriate practices during administration and scoring of the test is not permissible.

10. Using previous tests as a practice within a two-week (2-week) period of the testing date is prohibited.

11. All test questions and all other materials are considered secure and subject to the provisions of Sections 3319.15 and 3319.99 of the Revised Code and Rule 3301-13-05 of the Administrative Code. (The Ohio Revised Code prohibits the disclosure of test questions, paraphrases, facsimiles, or any other material that could assist a pupil in taking the Standardized Test.)

If a Test Violation Occurs

If an alleged test violation has been reported, the Superintendent shall appoint a committee to investigate the alleged violation. If the committee determines a test security violation has occurred, it must notify and report its findings to the Ohio Department of Education within ten (10) days. Several consequences may result if a test security violation has occurred:

1. One or more students' answer documents may not be scored.
2. Suspension and/or termination of the employee(s) may occur.
3. The State Board of Education may suspend/terminate a certificate/license.
4. Following an appropriate investigation, a law enforcement agency may prosecute under the state criminal code.
5. The District Board and/or State Board of Education may seek the maximum penalty pursuant to Section 3319.151 of the Revised Code.

Interruptions of Testing

If the testing session is interrupted, the examiner should collect all answer documents, test booklets, and note how much of the allotted time has elapsed. The testing session should be resumed as soon as possible. Students should be allowed whatever time remains of the testing session.

If the student becomes ill, the test examiner shall collect the student's test materials and note how much of the testing time has elapsed. The student should then complete the test during the make-up test administration period, using the remaining time not to exceed the allotted testing time. Students should be allowed to continue in the test booklet from where they left off but not to go back to questions that had been completed before the interruption.

Additional information on Statewide Assessments may be found at the Ohio Department of Education website (www.ode.state.oh.us) under "Testing and Assessments).

ACCIDENT REPORTS

Accident reports shall be prepared in the individual buildings, sent to the Dean for review, and then sent to the Superintendent. The Superintendent's Office will forward them to the Treasurer, where they will be kept on file. Accident reports need to be submitted prior to the end of the workday in which the accident occurs.

When an accident involves a safety issue, communication should occur immediately between the Superintendent, the Director, and the Dean before any action is taken to remedy the

situation. A student accident policy is in effect for all regular students attending the school district.

Accidents Involving Personnel

Initial Injury Reports are to be prepared by the school, reviewed by the Dean and sent to the Superintendent. The Superintendent's Office will then route a copy to the Treasurer and to Workers' Compensation. Accident reporting will follow the Safety Manual Procedures.

Bus Accidents - Student and/or Personnel

The bus accident report shall be prepared in the Dean's Office, and a copy sent to the Superintendent's Office and the Treasurer. If further routing is necessary, it will be handled by the Superintendent's Office.

In a bus accident, the parent's automobile insurance policy takes effect first, then the school district's Fleet Policy takes over for possible further coverage.

Accidents Which Occur Outside the Normal Course of Business by the School

1. Continuing Education - A report should be completed by the appropriate administrator, who will apprise the individual/student of his/her responsibility. The school where the accident occurs should be notified of the accident; depending upon whether it involves student or district personnel, the routing for "students" or "personnel" shall be followed. If the accident involves an evening school student who is neither a regular student nor a staff member, the report should be sent to the individual and the Superintendent.
2. Other Situation - - Accidents may also occur at summer school. The people in charge of these activities should be notified to follow the routing of the school concerned for the category involved, namely, summer school, student or personnel, or summer school, secondary school, student or personnel.

Accidents Involving District-Owned Vehicles or Private Vehicles on School

Business

In the event of an accident involving district-owned or private vehicles on school business, the driver must complete and file an Accident Report with the Dean. This procedure is not intended to modify the steps taken at the accident scene immediately following a vehicular accident. The school should be notified as soon as possible following the accident. Please note the emergency contact numbers listed on the pre-trip inspection forms.

CDL drivers should also note the unique post-accident CDL testing requirements on the bus pre-trip inspection form.

Filing accident reports

The procedure for filing an Accident Report involving motor vehicles is as follows:

1. The driver working with the appropriate Dean completes the accident report describing the details of the accident to include the names of all students/staff involved. (Additional pages may be attached to the report if needed.) A copy of the law enforcement accident report should be obtained and attached to the district accident report.
2. The driver/staff member should complete a separate student accident report for each student sustaining an injury.
3. Completed accident reports are submitted to the Dean for review and distribution.
4. A separate Initial Injury Report should be completed by each staff member sustaining an injury.
5. Completed Initial Injury Reports are submitted to the Dean for review and then forwarded to the Superintendent for review and distribution.
6. The Superintendent's Office will forward the appropriate reports to the district insurance carrier, Worker's Compensation, etc.

PROCEDURES/REQUIREMENTS FOR VAN DRIVERS:

Policy references: EEBA, EEBA-R Policy EEBA and EEBA-R establishes that

1. The district must approve the driver before driving.
2. Only use district-approved vehicles that are maintained and licensed.
3. Drivers must have required licenses.
4. Unless approved by the superintendent, use and cargo is restricted to District business.
5. No driver can operate vehicles under the influence of drugs and alcohol.
6. Drivers are prohibited from transporting non-school passengers.
7. Using the approved trip ticket form, the driver must perform a vehicle safety inspection before going out on the day of a trip.
8. Drivers must complete proper documentation according to the district procedures.
9. A driver is not permitted to use a cell phone while driving.
10. Seat belts are required.
11. A driver must notify the superintendent/designee if driving privileges change.

Proper documentation for a trip requires:

1. Trip ticket
2. An approved transportation request form (from the FMX system), unless otherwise instructed by the administration when urgent transportation is required.
3. Emergency Medical Forms of students being transported.

If in an accident:

1. The driver must immediately report any accident or related injury to the proper governmental authority and the Superintendent/designee.
2. In the case of "loss of life" or "citation to the driver for a moving traffic violation," the driver must be alcohol tested within 2 to 8 hours of the accident and drug tested within

- 32 hours. Except in extenuating circumstances, the superintendent/designee will be available to help transport the driver as needed.
3. The driver must have an accurate list of anyone transported and should document where each person was sitting.
 4. Drivers are here notified that except for receiving medical attention for themselves, or for other injured persons, or for leaving the scene to notify appropriate authorities, they must make themselves available for post-accident alcohol and drug testing. Failure to make yourself available for post-accident alcohol and drug testing will be deemed as a "refusal to submit" and will carry with it the appropriate penalties. The penalties may include dismissal and/or being banned from driving for the school district.
 5. Drivers must submit a copy of any citations to the district following an accident.

ADVISORY COMMITTEES

Influential advisory committees are needed in every significant career-technical pathway. They provide essential input and support from the industry, as well as the opportunity for the educational body to respond to ever-changing industry needs.

1. To serve as a communication channel between the school and occupational groups in the community.
2. To recommend a list of the specific skills and suggested related and technical information for the program and courses required for entry into and promotion within a career area.
3. To advise on the type of skills, knowledge, and attitudes needed to prepare students for entering a specific occupation.
4. To make suggestions for physical facilities and types of equipment needed for a specific occupational program.
5. To make suggestions to promote and ensure the highest quality program.
6. To recommend standards of competency and achievement necessary for entry into employment and promotion within an occupational area.
7. To recommend competent personnel with appropriate educational, business, and industrial experience as potential instructors.
8. To assist with an evaluation of the program of instruction.
9. To assist in recruiting potential students, providing internships, and locating appropriate jobs for qualified graduates.
10. To keep the school informed on current specific needs and changes in the labor market.

All advisory committee meetings shall include an agenda, confirmation of those attending, and minutes to be shared with the appropriate dean.

Program Advisory Committee selection and rotation

1. Each committee will consist of at least six (6) members and the program teacher(s). The district reserves the right to create larger academy advisory committees when combining related occupational programs with the expectation that one new committee member representing each program would be added to the rotation each year.

2. Members' terms are three (3) years long, staggered so that two (2) terms expire yearly.
3. Members may not serve consecutive terms.
4. Each school year, prior to the first meeting, the committee chairperson will recommend two new members to replace the two (2) members whose terms have expired. The superintendent and the Board require approval.
5. Mid-term replacements will be made by the party that had made the original appointment of the member.
6. Academic and support staff will attend meetings and provide input to the committees but will not be considered for committee membership.

TECHNOLOGY CENTER

A technology resource lab is in the red building to use as a research facility for students and staff. In addition, educational resources are found in the rooms with access to the internet and printing.

Teachers may schedule the media computer lab by using the FMX system.

COMMUNICATIONS

Daily Announcements

Instructors will read daily announcements during 1st period each day. The public address system will make special announcements. These are some suggestions that will make the announcement period more effective:

1. Special announcements are to be given to the Student Services Secretary by 8:45 a.m. the day of the announcement or as far in advance as is practical. All announcements must have prior approval by an administrator (copy initialed).
2. Write all bulletins exactly as you wish them to be read. Include "who, what, when, and where" items. Bulletin items must be given to the appropriate administrative professional by 3:05 p.m. the day before - no other items will be included after that time.
3. Maintain a listening attitude among your students during announcements.

School Publicity

All publicity and news releases are to be submitted to the individual's immediate Dean and then routed to the Dean of Student Support Services.

DEFERRED PAYMENTS

The Board of Education of the Gallia-Jackson-Vinton Joint Vocational School The district recognizes that not all students can afford to make one single payment for necessary tools and supplies. Therefore,

some students are given approval to buy their tools on a deferred payment plan. When this is done, the appropriate form must be completed.

All tools must be paid for by the end of the school year, or grades and credits will not be released to the participating school.

FACILITY USAGE

All school group and organization meetings must have prior approval before using the facilities. Approval should begin with the Dean.

All outside organizations must complete an "Agreement for Usage of Building and Facilities" and file in the appropriate office at least two weeks prior to the activity.

Agreement and fee approval procedures (for outside organizations):

1. The interested party inquiring about the building's use should contact the Director or his designee to provide preliminary information.
2. The initial facility usage request will be entered into the FMX system by the Director or his designee for preliminary approval.
3. The preliminary approval must then be approved by the superintendent for the process to continue.
4. Once approved, an official "Facility Use Form" will be sent/given to the responsible person representing the organization or entity by the Treasurer's office with fees and deposit amounts calculations.
5. The signed agreement is then returned to Treasurer's office.

Collection of fees and payment of personnel:

1. Treasurer sends an invoice to the organization after facility usage.
2. Treasurer receives the payment and credits the amounts to the appropriate departments.
3. Custodian and/or cook's salary for hours worked outside the organization will be added to the next pay period after the date the payment is received from the organization for facility usage.

The following procedure will be followed by staff members when planning the use of facilities (other than previously assigned rooms) for daytime activities:

1. Check with the Dean's office to determine an open date and what facility is available. If using a commonly used room/facility the Dean is aware of, move to step 2.
2. Complete the facility request in the FMX system. For common use, the system is primarily to make other staff members aware the facility is being used.
3. Inquiries may be made to the Dean or other staff members if the room has already been scheduled. It is not necessarily a first come, first serve situation.
4. The Dean or Director is responsible for prioritizing facility use when overlapping requests arise or an upcoming event might require a room not to be used.

FACULTY KEYS

All staff members will receive keys for their respective areas through the Student Service office. The staff member must sign for the keys and return them when/if an assignment changes.

Please adhere to the following guidelines:

1. DO NOT duplicate any keys. If you need a duplicate made, contact your program Dean.
2. If a key is lost, contact your program Dean immediately.
3. Contact the Student Service office to transfer keys from one staff member to another only after getting approval from the Dean. You have signed for your keys and are responsible for them. Do not transfer a key to someone else without approval.
4. Students should not be permitted unsupervised access to their keys under ANY circumstances.

FIELD TRIPS

Purpose of Trip

The purpose of a field trip must be to supplement or enrich the curriculum or to promote youth leadership. The following guidelines are standard with all school trips:

1. The application must be approved by the appropriate Dean, who shall consider:
 - a. The number of trips taken by classes of the applicant during the present school year.
 - b. The number of classes going on a trip on the day requested. (It is desirable that no more than two teachers be involved in class trips on any day because of the problem of obtaining substitute teachers and scheduling buses.)
2. All trips must be adequately chaperoned. No children of any chaperone are to be included in or be present on any field trip.
3. Private cars may be used when the situation warrants, but only upon authorization by the appropriate Dean
4. When a trip is planned, notify the Attendance Office, Cafeteria, and Switchboard in advance of which students are going on the field trip and which remain on campus.
5. Field trips may be denied for any one of the following reasons:
 - a. Failure to satisfactorily comply with paragraphs (1) through (4) above.
 - b. Excessive cost.
 - c. The students involved have been involved in other field trips or school activities that kept them out of class in the weeks preceding or following the scheduled trip.
 - d. Excessive number of students taking trips on that day.
6. Overnight field trips should have a set of guidelines for each specific overnight trip, which the instructor must discuss with students before the trip.
7. Students with a history of disciplinary problems during the school year may not be allowed to participate in the trip. Each case will be evaluated and approved by the appropriate administrator before the student is excluded from the field trip.

8. All school regulations are in effect at all school-related events. Students face disciplinary action for all violations as if they occurred in school or on the bus. The District's tobacco policy is to be enforced!
9. Every field trip will have at least one teacher/approved chaperone for every 25 students. There will be at least one teacher/approved chaperone for each bus.
 - a. Chaperones are at no time to leave any student or students ON THEIR OWN during the field trip.
 - b. At least one chaperone is to remain at the school after the trip until all students have been picked up.
 - c. Any disciplinary problems are to be reported to the administration immediately upon returning to the school for appropriate action.
 - d. In the event of any emergency during a field trip, the teacher in charge will immediately contact the appropriate administrator.

Field Trip Procedures

The following procedure will be followed when planning a field trip:

1. Make certain planned field trips directly related to the material being studied in class.
2. Make every effort to plan the field trip to take place during the regular class time and school day.
3. Avoid field trips to hazardous places.
4. Transportation requests must enter the FMX System at least two weeks in advance for in-district field trips and four weeks for out-of-district field trips. In addition, travel forms, open P.O., and professional development must be submitted appropriately in SCView with Dean's approval.
5. Complete the "Professional Visitation/Field Trip Vehicle Request" form if claiming any expenses (the district is seeking to revise the need for this form). A separate form needs to be completed for each staff member incurring expenses on the trip, such as lunch. This is required to get pre-approval from the superintendent before requesting reimbursement.
6. No expenses will be approved unless there is an approved Purchase Order on file for that person or without appropriate receipts. Each staff member should file an open P.O. requisition estimating the number of yearly requests. Reimbursement will adhere to the limits of the negotiated agreements. Requests for reimbursement and creating the open P.O. are to be made through the SCView system.
7. Pick up signed copies of the "Parent Permission/Emergency Medical Authorization" forms from the Student Services Office and provide them and a list of students to the driver. No student is permitted to go on the trip without this form.
8. On the school day before the trip, communicate with the driver and/or the Superintendent's office (Director) to verify that pick-up, drop-off, keys, and trip paperwork have been secured.
9. On the day of the trip, take accurate attendance, including the specifics (i.e., students present, students absent, students planning to board at a pick-up point, etc.) and give

copies to the Attendance Office and Student Services. Notify the Cafeteria of the number of students going on the trip.

10. The driver must finalize the trip in the FMX system by scanning the completed trip ticket and the updated roster of who actually went. Enter both of these items under finalized trip ticket. If the staff member is not the driver, he/she must provide the updated roster to the driver. We must know who went on the trip, including staff members. Note: Trips that use outside transportation, such as the feeder school buses, are required to submit an FMX trip with the requester finalizing by submitting the updated roster.

Additional procedures for trips taken after school and/or on weekends

An additional field trip parental permission form is required for all trips that occur outside of normal school hours. This special permission form should be custom designed for each trip. It should explain to the parent the trip's destination (including an emergency phone number), purpose, departure/arrival times, the location of the bus's pick-up points, and the scheduled arrival time at each point. The parent should complete and sign a portion of the form granting permission for their son/daughter to participate in the trip. If more than one bus pick-up point is involved, the parent should indicate where their child will board and depart the bus on the form. This additional communication with the parent is most important, as it eliminates confusion and problems resulting from misinformation. Copies of the form should be provided to the Attendance and Student Services offices.

Personal contact by the instructor with the parents of students going on the field trip must be established when the student travels out of the immediate area overnight for an extended time. Prior to any field trip, advise your students of the following:

Any student who misses the bus, van, etc., at the designated pick-up point, is automatically excluded from participation in all activities associated with the trip. Late students are not to attempt to catch the bus at any other point in-route or to meet the bus at its destination.

If it is a school day, the student is to report to the Attendance Office as soon as possible to advise of the situation so that appropriate arrangements can be made for the student's attendance at school for the remainder of the day. Students who miss the bus on a non-school day should immediately return home and advise their parents of the situation.

LESSON PLANS

Instructional Lesson Plans

Lesson plans shall be available at any time for the lessons being taught. A common format shall be developed and used.

INVENTORY

An inventory of all equipment, textbooks, etc. is required from each instructor at the end of each year and at other designated intervals. A listing and procedure will be provided for this inventory by the Dean. Inventory records will be kept on all equipment items of \$2500.00 or greater purchase value. Items will be received and documented through the logistic facilitator. (Items picked up by district employees should be receipted through the warehouse documentation procedure.)

If a change in the status of an item is needed (lost, stolen, room change, etc.), please provide documentation through the Dean.

A room/lab inventory list may be secured by the instructor from the Dean. Unless changed by utilizing the proper procedures, the equipment on the room inventory will be accounted for in the listed room or area. (Documentation of change must be made on the appropriate form.) Keep all equipment and tools in the assigned area.

LENDING OF EQUIPMENT

School equipment is to leave the school premises in accordance with a planned learning activity as needed to carry out objectives contained in the respective program's course of study and/or curriculum.

Equipment leaving the school grounds for instructional purposes must first have the approval and written permission of the Dean or designee. Permission must also be obtained for the use of equipment by civic, community, or business and industry groups.

CUSTOMER PROJECT CHARGES

Reference the Customer Service Handbook

PURCHASING PROCEDURES

Supplies and Equipment

Requests for supplies and equipment should be submitted to your Dean via SC View. The Dean's approval is necessary for your request in SC View to move on the Superintendent. All items being ordered must be adequately described. To define quality in objective terms, you may use brand names, model or catalog numbers, standard market grades, or detailed written specifications and blueprints covering material and design. Any preference for particular vendors should be noted with reasons for such preferences. These suggestions, while not legally binding, often are very helpful in finding sources of supplies and in evaluating special services which one vendor may offer over another.

After the requisition has been processed and approved by the Superintendent, a purchase order will be created.

Adequate time should be allowed for processing of requisitions. All purchases must be made following the above procedures to operate within the laws of the State of Ohio.

There shall be no purchases without a purchase order. Any indebtedness incurred by an individual outside of adopted purchasing procedures of the Career Center will be the responsibility of said individual.

Some open purchase orders will be issued.

Supplies and Services Purchasing Guidelines

Supplies are defined as those items which are consumed in use or frequently replaced without increasing the physical properties of the Gallia-Jackson-Vinton JVSD, as distinguished from equipment, which is continued in service for a comparatively greater length of time. Such definition of the word "supplies" includes such items as paper, pencils, cleaning material, test tubes, books, fuel, and similar items.

Services consider maintenance needs or other requirements that cannot be identified as equipment or supply items and which are necessary for the efficient operation of the school district. Building repairs, equipment repairs, maintenance agreements, trash hauling, legal services, and other specialized consultant needs may be identified as services.

Ordering Supplies/Materials from the Warehouse

1. Instructors may phone in requests or use an "Internal Requisition".
2. Obtaining the signature of the instructor and coordinating the delivery of the requested items will be the responsibility of the Warehouse.

Deans will issue a budget limit for expenditures from the Warehouse for each instructor under their supervision. Once an instructor has reached the stated budget limit, the Warehouse will not issue further supplies. See your Dean about alternative actions.

Instructors will still have the option of phoning in requests to the Warehouse or sending students with information concerning the request to the Warehouse.

Procedures for General Purchases

An approved purchase order must be obtained prior to making any purchase.

1. The person requesting the purchase must complete a requisition on SC View for further approval. Appropriate account numbers should be listed on the requisition as well.

Attach three quotations if the total is \$1000 or more. Include any discounts and free items that you are to receive. Indicate the shipping costs or indicate if shipping is free. If shipping is unknown, a good rule of thumb is to estimate shipping as 15% of the total requisition amount unless items are unusually heavy.

2. If you are searching for a vendor that does not exist in SC View, you will need to contact the company you wish to order from and request a W-9. After receiving the W-9, email it to Brenton, who will set up the vendor in our system. He will then email you the vendor number so you can move forward with your requisition.

3. Please allow time for the purchase order to be processed, typically a week.
4. Please specify on the requisition that tells our office if you wish the purchase order to be faxed or emailed, or if you will be ordering on your own. If no email address or fax number is listed, you will be responsible for ordering the items yourself. If you choose the Treasurer's Office to place the order, you must list a valid email address or fax number. Please make sure these are valid as your order depends on it. Please check one box, either email or fax, if the Treasurer's Office is placing the order.
5. The credit card should be the last resort utilized for payment. You must have an approved PO on file to sign out the credit card. If you use a credit card, you must list this in the approver box on your requisition notes.
6. The notes to approver box does not print on the Purchase Order. This box should be utilized the majority of the time. The requisition description box does print on the PO.
7. Sales tax will not be paid on any purchase. Please verify that tax is not included in your final total when making online purchases. If tax is included, you will be responsible for paying it.
8. All staff seeking travel reimbursement during the school year must have an approved Purchase Order in the system. You will submit this for yourself, with you as the vendor. The description can be simple such as "Open Purchase Order for travel for the school year 20—20-". If you cannot remember if you've submitted a requisition already, please get in touch with the Treasurer's Office. You do not have to do a travel requisition if you do not travel. As always, receipts submitted for reimbursement must be the original copy and itemized.
9. Purchase orders need to be as detailed as possible. If it is a travel expense or registration, it must include the date, place, and person attending. A copy of the meeting agenda should also be attached to the requisition. Our office does not make hotel reservations for overnight travel. We will, however, complete a credit card authorization form for a hotel if needed. Also, if a check is needed for the lodging, make sure in the box for notes to approve it states when the check needs to be ready. Hotel receipts must be turned in to the Treasurer's Office immediately upon returning.
10. If a receipt from a vendor, such as a store or restaurant, is turned in for proof of purchase, please indicate the purchase order number on the top.
11. Any paperwork you receive, such as receipts, invoices or bills that pertain to the purchase need to be sent to the Treasurer's Office ASAP. We are not permitted to pay a vendor from a statement. It must be paid from an invoice.
12. Purchases you make on your own and then attempting to gain authority to purchase will not be permitted. An example of this would be attaching an invoice to your requisition.
13. If you make a purchase without having an approved purchase order in the system, you will be responsible for payment. These things are monitored closely by the Auditor of State. They check to see that a requisition was completed and approved, a purchase order was created prior to the purchase, the purchaser indicated goods and services were received and invoice is "OK TO PAY".
14. Once an invoice has been added for your approved purchase order, you will receive an email from SC View asking if it is OK TO PAY the added invoice. Please log in and

designate if you are approving or denying the invoice. Everyone needs to check the SC View notification emails. At times, invoices are being ignored. The email comes from SC View, not Brenton. You must approve invoices through the system.

15. The system automatically places anything with an object code of 600, which is equipment, in the pending file once Brenton has paid the invoice. Nathan then goes in to the pending file and brings in the item or items into the inventory system. The first 20 or 25 characters of the item description is what is listed in the inventory system. Make sure this is going to be recognizable to you or someone else in the future when looking for inventory.

SAFETY

Safety Protocols for all Instructors

1. Report to your Dean anything in the area that needs repair or corrective attention beyond the instructor's scope. In addition, complete a repair request in FMX.
2. Do not use students for personal errands. Never send a student from the premises without obtaining an early dismissal from the Attendance Office.

CT Lab Instructor safety documentation and procedures

in addition to following safety protocols, the instructor must:

1. Train students on the safe operation of equipment or categories of equipment with documentation using the "Equipment Training Document".
2. If an accident occurs involving equipment, that piece of equipment is to be secured, put out of commission, and remain unaltered until after an official inspection.
3. CT instructors are required to keep the assessment of skill documentation for three years.

No student is to operate equipment without proper documented safety training.

Sales Representatives

Upon arriving at the Career Center, all sales and book representatives must report to the Main Office. Class time should not be sacrificed for consultation with sales representatives. Should, in one's best judgment, class time be needed to consult with sales representatives, arrangements should be made through the program Dean for adequate coverage of the instructor's class.

Personal Gifts from a vendor are not to be accepted by any employee.

Staff Supplemental Assignments requiring after school time

CTE Main Campus Lead	Shawn Northup
CTE Satellite Programs Lead	Tammy Roush
CTE Satellite Programs Lead	Katherine Dickson
Academic Lead	TBD
Support Services Lead	Jessica Taylor
After School Facilitator	Corey Ruby
National Honor Society/National Tech Facilitator	Victor VanMeter
Year Book Team	Autumn Perkins
Year Book Team	Annee Coldiron
Apple Festival Chair Person	Greg Snyder
Apple Festival Chair Person	Tracey Jones
Drug Free Clubs of America Chair Person	Hannah Wolford
Drug Free Clubs of America Team	Kim Zerkle
Drug Free Clubs of America Team	Tammy French
After Hours Events (Misc. Setup, Sound, Teardown) Including Certificate Ceremony, Adult Graduation, Community Day, National Honor Society, Open House, and other events.	Tim McWilliams, Duane Bing Corey Ruby

Assignments, schedules, and duties will be handed out at the beginning of the school year.

SCHOOL DAY

Students should plan to arrive no earlier than 8:00 AM each day.

1st Period 8:00 – 8:59 Tardy Bell 8:20	2nd Period 9:01 – 9:41	3rd Period 9:43 – 10:23	4th Period 10:25 – 11:05 Lunch 10:25 – 10:55	5th Period 11:07 – 11:47 Lunch 11:07 – 11:37	6th Period 11:49 – 12:29 Lunch 11:49 – 12:19	7th Period 12:31 – 1:11	8th Period 1:13 – 1:53	9th Period 1:55 – 2:35
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2:30 DFCA dismissal

2:35 Dismissal of students

Breakfast/Lunch/Cafeteria

The Career Center operates a cafeteria that provides balanced, nutritious meals. Lunch periods are closed, and students enrolled in full-day programs must stay on campus. Buckeye Hills participates in the National School and Lunch Program. All breakfast and lunches are free to students. Students may bring breakfast or lunch from home, but all food and drink must be consumed in the cafeteria. All parents will complete forms to maintain free breakfast and lunch for all students. It is the student's responsibility to dispose of trash in the provided receptacles. Sitting in cars or going to the parking lot during lunch is not permitted. Delivery of food to the campus is prohibited.

Daily Schedule for Teachers

All teachers are required be on the job from 7:50 a.m. until 3:05 p.m. to constitute a 7.25 hour workday. Teachers will have a 30-minute lunch period. Teachers may be assigned duties during certain periods of their daily schedules. These assignments will be determined by the Deans. Unless a teacher has been assigned a morning administrative duty, he or she must be in class or laboratory no later than 8:00 a.m. **At no time should students be left unattended during the school day.**

IN-SERVICE TRAINING

There will be "In-Service Programs" planned throughout the year that may extend beyond 3:05 p.m. Staff will be notified in advance of the program dates and times. ALL staff members are to attend.

SCHOOL CLOSINGS

1. A calamity day shall be defined as a day when the Board or its designated representative determines it is necessary to close the school in the district for a reason beyond their control.
2. In the case of a statewide pandemic that results in a school closure ordered by the Governor or state officials, members may be required to work from home. Members will be required to follow the Board's policy regarding the delivery of instruction.

3. For details regarding school closer responsibilities and required attendance, employees should reference the current adopted employee contracts, namely the Buckeye Hills Support Staff contract and the Buckeye Hills Teacher contract.

STAFF DRESS CODE

Dress Code Mission Statement

In keeping with the District's goal of "Creating Successful Lives," the Buckeye Hills Career Center's instructional staff are to serve as models to their students. This includes the modeling of appropriate attire for a variety of professional settings when teaching students.

General Guidelines

All instructional staff are to dress in a professional manner. Clothing must always be neat, clean, in good repair, and appropriate for on-the-job appearances.

The general standard for lab instructors is wearing attire appropriate for the workplace. Lab instructors, with their respective supervisors, will establish an agreement for appropriate attire. Personal safety will be an important consideration in these decisions.

The general standard for academic and special education staff will be business casual. Blue jeans are not considered business casual and are only acceptable in the academic/special education setting on dress-down Fridays when applicable.

Casual dress is permitted on non-student days.

The Board understands that academic and special education staff sometimes work in the lab setting. They will follow the established lab-appropriate guidelines when working closely with students in those settings.

Additional Considerations

1. Leggings/tights may be worn as an additional layer with otherwise acceptable outerwear but by themselves are not considered professional.
2. Shorts, sweatpants, wind pants, and yoga pants are not considered appropriate except in specific cases when approved by administrative personnel.
3. T-shirts with school logos (high school, college, career center) are acceptable.
4. Bare shoulders, bare midriffs, low waistlines, and low necklines are unacceptable.
5. Facial piercings must be replaced with clear spacers.
6. Excessively tight, sheer, and/or revealing clothing items are unacceptable.
7. Footwear should be chosen with safety in mind.
8. Special consideration: The Board of Education and the Superintendent have developed safety protocols during the pandemic. Updates will come from the superintendent's office. We appreciate your cooperation.

POSITION DESCRIPTIONS

Employees are responsible for meeting the principle duties listed in their Job Description also referred to as a Position Description.

Contact the superintendent's office if needing a current copy. Make the office aware if the job description associated with your position needs to be updated or is missing.

Talk to your direct supervisor if you have questions about what your job requires.

Be aware that jobs change and that job descriptions will be updated accordingly.

Mail

Teachers' mailboxes are in the teacher preparation areas. Inter-staff communication and school announcements will be distributed to students in the mailboxes throughout the day. Please check your **mailbox and email daily**.

Materials will be put in staff mailboxes by administrative and office personnel only. Any staff member wishing to use the mailboxes to distribute material should clear this with the Dean. Because of the increasing number of packages being handled daily through the main office mailroom, we are asking cooperation of instructors as follows:

1. All packages weighing more than 10 pounds should be taken to the Rio Grande Post Office by the instructor returning the package. The Post Office will determine the amount of postage due (our scale weighs only up to 10 pounds). The instructor may leave the box at the Post Office but must call the switchboard at Buckeye Hills Career Center to inform the operator of the correct amount of postage due. The main office staff will then bring the postage to the Post Office with the other mail from the career center at 3:20 p.m. The postage will be applied to the package for return mailing.
2. Packages under 10 pounds will be posted to the Post Office by central office staff. However, these packages must be in the mailroom before 2:45 p.m. and should contain information identifying the instructor who is mailing that package. We will log these packages as a service and protection for the instructors, providing proof that the package was returned.
3. Faculty members are responsible for seeing that, if applicable, borrowed or rented materials are returned in a timely manner including returning items by mail.

NOTE: All mail is to be in the main office mailroom prior to 2:45 p.m. to be posted that day. Mail received after 2:45 p.m. will go out the following day.

RELATIONS WITH SPECIAL INTEREST GROUPS

Soliciting Funds from Students in School Buildings

No collection of money of any kind shall be made of or through pupils in the school buildings of the district.

Teachers are prohibited from collecting funds from students or selling items to students or staff except for a few, specified, pre-determined school services and materials as approved by the Superintendent.

Soliciting Funds from School Personnel

No person or organization representing public or private organizations shall be permitted to make personal solicitation of gifts or money from school district personnel in the school buildings, with the exception of the United Fund, which has been approved by the Board of Education.

The Superintendent shall have permission to waive this policy in those cases where such solicitation is considered by school district personnel to be in their best interest.

Distribution of information and materials about worthwhile area charities may be made possible to school district personnel as a service to them.

PUBLIC RELATIONS

The Use of Lay Personnel

One of the greatest resources of the school is to be found in the people of the community who have special knowledge and talents to contribute to the school program. Therefore, it is most important to build up the idea in the community that many adults have something in their experiences, understandings, or philosophies that may contribute to the program of the school.

1. The school staff should be concerned with locating and contacting people in different areas of interest. Contacts might be made through students in classrooms and such groups as the Home School Organization, Boy and Girl Scouts, the Kiwanis Club, the American Legion, etc.
2. The staff should be aware of the potential contribution that talented students in the school might make to public relations.
3. Letters or other contacts requesting any voluntary participation by such a person must be cleared through the office of the school concerned.
4. In order that those people may be utilized to the best educational advantage, enough pre-planning should occur so that the individual knows the grade level, the time allotment, the subject, and the special materials desired. Whenever possible, audio-visual materials should be previewed.

Community Visitation and Study

To utilize the community effectively, it has become necessary for school personnel to acquaint themselves with the community and its resources.

1. School personnel are urged to use workshops, faculty meetings, visitation days, etc. as times to effectively participate as groups in understanding the community and its resources. When special days provided for conferences, workshops, etc., are used for this purpose, permission should be secured in advance from the Superintendent.
2. School personnel are urged to participate in and study the community either individually or with other members of the school personnel during nonprofessional hours.

School Displays

Since displays of educational materials aid in bringing the school and the community together in a cooperative venture, they should be encouraged.

1. Places frequented by large numbers of local citizens should be secured for display purposes whenever possible. Such places might include the store windows of local merchants, village buildings, schools, hospitals, libraries, banks, etc.
2. Any display should first be approved by the Dean.
3. The selection of various community facilities for display purposes should be based on the type of display. An attempt should be made to use different facilities so as not to burden any one establishment. The duration of the exhibition will be contingent on its purpose, but a maximum of two weeks is suggested.
4. Requests for permission to use facilities for purposes of display should be made in writing to the organization. A file of replies should be available. In each instance, special arrangements should be made for the use of such facilities, including the date, the type of display area desired, duration, and convenient time of installation.
5. Letters of appreciation should always be sent after a facility has been used.

School Publications

1. School-sponsored publications should present different viewpoints.
2. Examples of school publications are:
 - a. School Newsletters
 - b. District Bulletin
 - c. Annual Budget Brochure
3. All new publications or revisions of existing publications should be approved by the Superintendent.

The Public Relations program shall be subjected to continuous evaluation by the Superintendent and the staff.

TRAVEL PROCEDURES

Official pre-approval of all trips with approximate miles and expenses is required from your Dean or supervisor. Professional leave must be submitted and subsequently approved in SCView when traveling outside our three-county area.

In determining the number of miles to charge for an approved trip, record the actual miles traveled from where you start (Buckeye Hills, your residence, etc.) to the destination of your trip. This is calculated for you in SCView when putting in the from-to addresses. The SCView system requires you to enter the return trip as well.

Only mileage beyond the distance to or from the employee's home is considered reimbursable. If the total miles traveled on a trip exceeds the allowable amounts calculated, explain the discrepancy by providing the date, purpose, date of the trip, and mileage requested with a reason. An example would be "extra miles due to intra-city travel". Contact the treasurer if needing guidance to enter travel in SCView.

Whenever possible, employees are asked to take advantage of carpooling.

Any employee using his/her personal automobile for school business shall prepare, in duplicate, a Travel Report each month and submit it to his/her immediate Supervisor no later than the first working day of the following month. Travel for school business outside the district shall be approved in advance by the Superintendent or a designee.

SCHOOL VISITATION

The Gallia-Jackson-Vinton Joint Vocational School Board of Education recognizes the need for a close working relationship between the home and the school.

To acquaint parents during the school year with their child's instructional program, the following procedures have been established for visitors:

1. Notification to the child's teacher, citing the purpose of the visit, must take place, in writing, two (2) school days prior to the planned visit if the proposed visit conflicts with a pre-arranged school activity
2. Visits should not be longer than one subject period in duration.
3. Parents should call the school on the morning of the visit to confirm the teacher's presence.
4. No children are to accompany the parent on the classroom visit.
5. Parents are to visit only the child's present teacher(s).
6. Parents are to be considered visitors and not participate in the lesson.
7. The parent visit is not to be construed as conference time with the teacher.
8. The Dean may limit the frequency of visits if such visits appear counter-productive to the process of instruction.

The procedures cited above may also be applied to members of the community of Gallia-Jackson-Vinton Joint Vocational School District who do not have children in our schools. The time and place of such visitation are to be arranged by the Dean.

To insure the continued safety of our children, the following procedures have been developed for implementation

1. Signs have been posted in each building to the effect, "ALL VISITORS MUST REPORT TO THE MAIN OFFICE."
2. Parents/guardians arriving in the main office to pick up their children will remain in the main office. A secretary/clerk will contact the child's teacher to arrange for the child to be sent to the main office and will prepare an "Early Dismissal Slip" noting the date and time and reason for the departure. The parent/guardian will sign the child out on the "Early Dismissal Slip"; the child will then be released to the parent.
3. Visitors/parents arriving in the main office to confer with staff will be asked to sign in and will be given a self-adhesive visitor's pass filled out by the school receptionist, which is to be worn while on campus. The information on the pass will identify the individual and the area he/she is visiting. The visitor will then be directed to the appropriate destination.
4. Visitors are to return to the main office to return their self-adhesive pass to the school receptionist and to sign out upon completion of the visit. The receptionist will then destroy the visitor's pass.

SCHOOL VISITORS

For the purpose of maintaining the security of public funds and property, reducing disruption of staff and the instructional process, and meeting our paramount obligation as temporary custodians of our student population, the following visitor guidelines should be utilized within the district.

1. All entrances to district buildings should have notices that advise the visitor to follow a process when entering a public-school building.
2. School staff should be alert to observe suspicious persons who loiter near school buildings or on the surrounding grounds. This information should be provided to the Dean. If such persons cannot readily provide a logical explanation for their presence, the police should be notified immediately. The identity and description of all such suspicious persons should be obtained.
3. Teachers should be instructed not to admit unauthorized visitors to the classroom without a note from the office. Signs on school doors should so instruct the visitor.
4. Administrators should make every effort to prevent the use of school lavatories by the public during hours when students are in school.
5. When reporting to the receptionist, visitors must state their business, indicate whom they wish to see, and sign and fill out the visitor's register.
6. The receptionist will issue a visitor's tag that should be worn in plain view. The receptionist will then invite the visitor to have a seat and will contact the respective administrator or staff member informing them that a visitor is here to see them or a respective member of their staff.
7. When the visitor has concluded his/her business, the staff member will return said visitor to the High School office, and then may or may not (at the Director's direction) return said visitor to the receptionist for the return of the visitor tag and verification of checkout time.
8. Visitors should not be in the school buildings prior to 8:05 a.m. and after 3:05 p.m. (during normal working days) without the direct authorization of the respective administrator. (Obvious exceptions to this rule are meetings and events during the school year that are planned by the district or a school that has been approved by the Superintendent.)
9. If a visitor at any time refuses to follow the guidelines as prescribed, an administrator should be summoned immediately to deal with the situation.
10. All salesmen and book representatives must report to the main office. Class time should not be sacrificed for consultation with sales representatives. Should, in one's best judgment, class time need to be taken, arrangements should be made through the Supervisor. Personal gifts are not to be accepted by any employee from a vendor.

STAFF EVALUATION

The purposes of evaluation are as follows

1. To assist the staff member in evaluating himself/herself in achieving the Board-established job performance expectations in the areas of assigned responsibility.
2. To provide evidence of a staff member's performance.
3. To provide information relative to personnel decisions, including promotions, reassignments, continuing contract status, limited contract renewal, non-renewal, or termination.
4. To assist the staff member in improving instruction and effectiveness.

Frequency of Evaluations

1. All bargaining unit members will be evaluated within the following timelines:
 - a. Accomplished Rating: Every three years
 - b. Skilled Rating: Every two years
 - c. Developing/Ineffective Rating: Annually

Observations and Evaluation Reports

1. Members who spend at least 50% of the time teaching content-related instruction will be evaluated using a standards-based framework in compliance with O.R.C. 3319.111. This framework will use the OTES 2.0 criteria with observations, evidence, and the evaluations being documented as part of the Ohio Evaluation System (OES).
2. Members who spend less than 50% of the time providing content-related instruction will be evaluated using the updated District evaluation form. This form will be shared with the employee before the observations begin. The time frame and frequency will match that of OES members including the requirement to have a Professional Growth Plan or Improvement Plan.
3. Guidance Counselors are evaluated using the Ohio School Counselor Evaluation System (OSCES). The OSCES and the OTES are both part of the OES.
4. The written evaluation, following a review by the member and the evaluator, will be signed by each party. One (1) copy will be given to the member and one (1) copy will be placed in the member's personnel file. The member's signature signifies only that the member has reviewed the evaluation and does not imply agreement with the evaluation. The member shall have the right to attach comments relative to the evaluation within ten (10) work days following the conference.

If Evaluation indicates improvement

A member whose evaluations reflect a need to improve in one or more areas shall be expected to develop cooperatively with his/her evaluator a positive program of improvement designed specifically to assist in the correction of professional difficulties or deficiencies identified in the evaluation process. The parties may mutually agree to extend the time deadlines. It shall automatically be extended due to the absence of any of the participants by the number of days in the absence.

Evaluators

Certificated/Licensed employees of the Gallia-Jackson-Vinton Joint Vocational School District, employed under contract with the Board, pursuant to section 3319.01 or 3319.02, holding a certificate or license designated for being a supervisor, director, principal, assistant principal, assistant superintendent, or superintendent and holding evaluator credentials established by the Ohio Department of Education shall be considered qualified to evaluate members of the bargaining unit.

Bargaining union members should refer to the current master agreement for detailed clarification.

TEACHER ABSENCE

Sick Leave Notification

1. On the day of his/her absence, a bargaining unit member shall notify the online reporting system by 6:45AM if he/she must use sick leave in accordance with this sick leave procedure. After 6:45AM, member must notify their Dean in accordance with sick leave procedure.
2. Applications for sick leave are to be submitted online within three (3) days after returning from sick leave.

Personal Leave Notification

An employee using personal leave shall notify their Dean twenty-four (24) hours in advance and submit the leave in Aesop/ Frontline., except in the case of an emergency. Upon returning to work following an emergency, the employee shall complete the Board prescribed form within 3 days.

Leaving Early

If a staff member is leaving the building prior to assigned leave time, he/she must communicate that to his/her direct supervisor, and sign out in the office, barring an emergency that would prevent that member from doing so. Our primary emphasis is to not leave students unattended or duties unfulfilled.

Other Leaves including unexpected leaves

Most other types of leaves require approval. Preapproval and communication, especially with the building offices and deans, are key as well as submitting the leave in Frontline. Bargaining union members should refer to the current master agreement for a detailed clarification of approval and procedures.

TEACHER WORK AREAS

Areas are available in the Red, Blue, and Green Buildings. A kitchenette is provided for employees in the Red and Green Buildings, but it is the full responsibility of those using the facilities to keep the kitchen and utensils clean. Students are not to be in this area for any reason or at any time.

TB Skin Test Procedures:

Steps to comply with TB skin test guidelines set forth by the Gallia County Health Department.

According to the CDC, Tuberculosis is an airborne, communicable disease (bacterium *Mycobacterium Tuberculosis*).

Procedures relevant to Gallia Jackson Vinton JVSD:

New hires: Upon entry to a school system in Gallia County, new hires (whether contracted or staff) shall complete a **TB Risk Assessment** as provided by the Gallia County General Health District. The risk assessments must be submitted to the school nurse or the GCGHD within one week of hire. The district has designated the school nurse as the confidential liaison with the GCGHD. School officials will be notified of any individual who requires follow-up to rule out TB. Risk will be based on the GCGHD's most recently adopted policy.

All other staff must complete an **Annual Tuberculosis Screening form** as provided by the Gallia County General Health District. The school official/nurse is responsible for sending this form to the GCGHD if and only if one or more of the applicable criteria for risk are noted on the form. All high-risk students or staff will be subject to the approved TB testing practice as determined by the GCGHD.

Email Don Armstrong for a copy of either form or the most recent GCGHD policy.

STAFF ACCESS TO NETWORKED INFORMATION RESOURCES

Administrative Procedures

Staff will employ electronic mail daily at work as a primary tool for communications. The District may rely upon this medium to communicate information, and all staff will be responsible for checking and reading messages.

The network is provided for staff and students to conduct research and communicate with others. Communications over the network are often public in nature; therefore, general rules and standards for professional behavior and communications will apply.

Electronic mail and telecommunications are not to be utilized by employees to share confidential information about students or other employees because messages are not entirely secure.

Network administrators may review files and communications to maintain system integrity, and to ensure that staff members are using the system responsibly. Users should not expect that files stored on District servers would be private.

Board Policy EDE - COMPUTER/ONLINE SERVICES (Acceptable Use and Internet Safety)

Policy EDE - COMPUTER/ONLINE SERVICES (Acceptable Use and Internet Safety)

Technology can greatly enhance the instructional program, as well as the efficiency of the District. The Board recognizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks. Computers and use of the District network or online services support learning and enhance instruction, as well as assist in administration. For purposes of this policy computers include District-owned desktop computers, laptops, tablets and other mobile computing devices. All computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to this policy and the guidelines below will result in the revocation of the user's access privilege. Unacceptable uses of the computer/network include but are not limited to:

1. violating the conditions of State and Federal law dealing with students' and employees' rights to privacy, including unauthorized disclosure, use and dissemination of personal information;
2. using profanity, obscenity or other language that may be offensive to another user or intended to harass, intimidate or bully other users;
3. accessing personal social networking websites for noneducational purposes;
4. reposting (forwarding) personal communication without the author's prior consent;
5. copying commercial software and/or other material in violation of copyright law;
6. using the network for financial gain, for commercial activity or for any illegal activity;
7. "hacking" or gaining unauthorized access to other computers or computer systems, or attempting to gain such unauthorized access;
8. accessing and/or viewing inappropriate material and
9. downloading of freeware or shareware programs.

The Superintendent/designee shall develop a plan to address the short- and long-term technology needs and provide for compatibility of resources among school sites, offices and other operations. As a basis for this plan, he/she shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

The Superintendent/designee shall develop a plan to address the short- and long-term technology needs and provide for compatibility of resources among school sites, offices and other operations. As a basis for this plan, he/she shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

Because access to online services provides connections to other computer systems located all over the world, users (and parents of users who are under 18 years old) must understand that neither the school

nor the District can control the content of the information available on these systems. Some of the information available is controversial and sometimes offensive.

The Board does not condone the use of such materials. Employees, students and parents of students must be aware that the privileges to access online services are withdrawn from users who do not respect the rights of others or who do not follow the rules and regulations established. A user's agreement is signed to indicate the user's acknowledgment of the risks and regulations for computer/online services use. The District has implemented technology-blocking measures that protect against access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, harmful to minors. The District has also purchased monitoring devices that maintain a running log of Internet activity, recording which sites a particular user has visited.

"Harmful to minors" is defined as any picture, image, graphic image file or other visual depiction that:

1. taken as a whole and with respect to minors appeals to a prurient interest in nudity, sex or excretion;
2. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or a lewd exhibition of genitals and
3. taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

The District will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The Superintendent/designee will develop a program to educate students on these issues. Annually, a student who wishes to have computer network and Internet access during the school year must read the acceptable use and Internet safety policy and submit a properly signed agreement form. Students and staff are asked to sign a new agreement each year after reviewing the policies and regulations of the District. These policies and regulations also apply to use of District-owned devices, or accessing of District intranet off District property.

The Network Supervisor will:

The Network Supervisor will report inappropriate behaviors to the employee's supervisor, who will take appropriate disciplinary action. Any other reports of inappropriate behavior, violations, or complaints will be routed to the employee's supervisor for appropriate action. Violations may result in a loss of access and/or disciplinary action. When applicable, law enforcement agencies may be involved.

Nondiscrimination

Nondiscrimination including Sex/ Sexual Harassment, Sex/Sexual Harassment Grievance Procedures, Sex/Sexual Harassment Reporting Form Policy references: AC, ACA/ACAA, ACAR/ACAA-R, and ACA-E/ACAA-E

AC: REPORTS AND COMPLAINTS OF UNLAWFUL DISCRIMINATION/HARASSMENT

All persons associated with the District, including, but not limited to, the Board, administration, staff, students and third parties are encouraged to promptly report incidents of unlawful discrimination/harassment.

The Board has developed complaint procedures, which are made available to every member of the school community. The Board also has identified disciplinary penalties, which may be imposed on the offender(s).

Matters, including the identity of both the reporting party and the responding party, are kept confidential to the extent possible.

ACA: NONDISCRIMINATION ON THE BASIS OF SEX

The U.S. Department of Education has published regulations for implementing Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally assisted education programs.

Title IX states, in part: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

The Board ensures compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964 and the regulations promulgated through the U.S. Department of Education.

ACAA SEXUAL HARASSMENT

The District does not discriminate on the basis of sex in any education program or activity that it operates, including admission and employment. The District is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the District may be referred to the District’s Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The Board designates the following individual to serve as the District’s Title IX Coordinator:

Tyler Schweickart, Grants & Assessment Administrator Address:
Buckeye Hills Career Center. PO Box 157, Rio Grande, OH 45674
Phone number: 740-245-5334
Email: schweickartt@buckeyehills.net

Any person may report sex discrimination, including sexual harassment, at any time, including during non-business hours. Such a report may be made in person, by mail, by telephone or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.

For purposes of this policy and the grievance process, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee conditioning the provision of an aid, benefit, or service of the District on an individual’s participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education program or activity or
3. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8) or "stalking" as defined in 34 USC 12291(a)(30).

When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator directs the individual to the applicable sex discrimination process for investigation.

Retaliation Prohibited

The District prohibits intimidation, threats, coercion or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation proceeding or hearing, if applicable. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

Confidentiality

The District must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any individual who has been alleged to be the victim or perpetrator of conduct that could constitute sexual harassment, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA) or as required by law, or to carry out the purposes of the Title IX regulations, including the conduct of any investigation, hearing or judicial proceeding arising thereunder.

Notice Requirements

The District provides notice to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees and the union(s) with the name or title, office address, email address and telephone number of the Title IX Coordinator and notice of the District grievance procedures and process, including how to report or file a complaint of sex discrimination, how to file a formal complaint of sexual harassment and how the District will respond. The District also posts the Title IX Coordinator's contact information and Title IX policies and procedures in a prominent location on the District website and in all handbooks made available by the District.

Training Requirements

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an

investigation and grievance process including hearings, appeals and informal resolution processes, when applicable, and how to serve impartially including by avoiding prejudgment of the facts at issue, conflicts of interest and bias. The District also ensures that decision-makers and investigators receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant as set forth in the formal procedures that follow, and training on any technology to be used at a live hearing, if applicable. Investigators also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. All materials used to train individuals who receive training under this section must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment and are made publicly available on the District's website. Conflict of Interest and Bias The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Determination of Responsibility

The individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment is presumed not responsible for alleged conduct. A determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation in accordance with the process outlined in the accompanying regulation. No disciplinary sanctions will be imposed unless and until a final determination of responsibility is reached.

ACCAA-R SEXUAL HARASSMENT GRIEVANCE PROCESS

The Board requires the following grievance process to be followed for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited as sexual harassment by Title IX. The Board directs the process to be published in accordance with all statutory and regulatory requirements.

Definitions

The following definitions apply for Title IX policies and procedures:

"Actual knowledge:" notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any official of the District who has authority to institute corrective measures on behalf of the District, or to any employee of an elementary or secondary school.

"Education program or activity:" includes locations, events or circumstances over which the District exercised substantial control over both the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment, and the context in which the sexual harassment occurs.

“Complainant:” an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Respondent:” an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Formal complaint:” a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment.

“Supportive measures:” non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available and without fee or charge to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

District Requirements

When the District has actual knowledge of sexual harassment in an education program or activity of the District, the District will respond promptly in a manner that is not deliberately indifferent. When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator will direct the individual to the applicable sex discrimination process for investigation.

The District treats individuals who are alleged to be the victim (Complainant) and perpetrator (Respondent) of conduct that could constitute sexual harassment equitably by offering supportive measures. Supportive measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the District’s property, campus escort services, changes in work locations and other similar measures.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Upon the receipt of a complaint, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant’s wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. If the District does not provide the Complainant with supportive measures, then the District must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Timelines

The District has established reasonably prompt time frames for the conclusion of the grievance process, including time frames for filing and resolving appeals and informal resolution

processes. The grievance process may be temporarily delayed or extended for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

In the event the grievance process is temporarily delayed for good cause, the District will provide written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

Response to a Formal Complaint

At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, by electronic mail, or other means designated by the District.

The District must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. However, nothing in this policy precludes the District from removing a Respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal. Nor does it preclude the District from placing a nonstudent employee Respondent on administrative leave during the pendency of the grievance process. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Upon receipt of a formal complaint, the District must provide written notice to the known parties including:

1. Notice of the allegations of sexual harassment, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;
2. An explanation of the District's investigation procedures, including any informal resolution process;
3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;
4. Notice to the parties that they may have an advisor of their choice who may be, but is not required to be, an attorney, and may inspect and review any evidence and
5. Notice to the parties of any provision in the District's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

If, in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice initially provided, notice of the additional allegations must be provided to known parties.

The District may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Investigation of a Formal Complaint

When investigating a formal complaint and throughout the grievance process, the District must:

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not the parties’;
2. Provide an equal opportunity for the parties to present witnesses and evidence;
3. Not restrict either party’s ability to discuss the allegations under investigation or to gather and present relevant evidence;
4. Allow the parties to be accompanied with an advisor of the party’s choice who may be, but is not required to be, an attorney. The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
5. Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate, with sufficient time for the party to prepare to participate;
6. Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint and comply with the review periods outlined in this process;
7. Objectively evaluate all relevant evidence without relying on sex stereotypes;
8. Ensure that Title IX Coordinators, investigators, decision-makers and individuals who facilitate an informal resolution process, do not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent;
9. Not make credibility determinations based on the individual’s status as Complainant, Respondent or witness;
10. Not use questions or evidence that constitute or seek disclosure of privileged information unless waived.

Dismissal of Formal Complaints

If the conduct alleged in the formal complaint would not constitute sexual harassment even if proved, did not occur in the District’s education program or activity, or did not occur against a person in the United States, then the District must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under this policy.

The Title IX Coordinator also may dismiss the formal complaint or any allegations therein at any time during the investigation or hearing, if applicable, when any of the following apply:

1. A Complainant provides written notification to the Title IX Coordinator that the Complainant would like to withdraw the formal complaint or any allegations therein;
2. The Respondent is no longer enrolled or employed by the District or
3. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal, the Title IX Coordinator promptly sends written notice of the dismissal and the reasons for dismissal simultaneously to both parties.

Evidence Review

The District provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. The evidence provided by the District must include evidence that is directly related to the allegations in the formal complaint, evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or other source. Prior to completion of the investigative report, the Title IX Coordinator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties have 10 calendar days to submit a written response to the Title IX Coordinator, which the investigator will consider prior to completion of the investigative report.

Investigative Report

The investigator must prepare an investigative report that fairly summarizes relevant evidence and send the report to the Title IX Coordinator. The Title IX Coordinator must send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response. The parties have 10 calendar days to submit a written response to the Title IX Coordinator.

Decision-Maker's Determination

The investigative report is submitted to the decision-maker. The decision-maker cannot be the same person(s) as the Title IX Coordinator or the investigator. The decision-maker cannot hold a hearing or make a determination regarding responsibility until 10 calendar days from the date the Complainant and Respondent receive the investigator's report.

When the party or parties to the complaint are enrolled in a District program that is not considered a postsecondary program for purposes of Title IX, the following process applies. Prior to reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-

up questions from each party. Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Questions must be submitted to the Title IX Coordinator within three calendar days from the date the Complainant and Respondent receive the investigator's report.

When the party or parties of a complaint are enrolled in an adult vocational educational program that is considered a postsecondary program for purpose of Title IX, the District will provide for a live hearing instead of submission of written questions in circumstances where the formal complaint alleges sexual harassment in an education program or activity of adult vocational education. Live hearings may be conducted with all parties physically present in the same geographic location or, at the District's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other. All evidence subject to inspection must be made available during the hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

At the live hearing, the decision-maker must:

1. Permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally. If a party does not have an advisor present at the hearing, the District must provide without fee or charge to that party, an advisor of the District's choice, who may be, but is not required to be, an attorney.
2. Provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker and parties to simultaneously see and hear the party or the witness answering questions, if requested by either party.
3. Limit cross-examination and other questions to those that are relevant. Before a Complainant, Respondent, or witness answers a cross-examination or other question, the decision-maker must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If a party or witness does not submit to cross-examination at the live hearing, the decision-maker must not rely on any statement of that party or witness in reaching a determination regarding responsibility. However, the decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

The District will create an audio or audiovisual recording or transcript of any live hearing and make it available to the parties for inspection and review.

The decision-maker must issue a written determination regarding responsibility based on a preponderance of the evidence standard. The decision-maker's written determination must:

1. Identify the allegations potentially constituting sexual harassment;
2. Describe the procedural steps taken, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Include the findings of fact supporting the determination;
4. Draw conclusions regarding the application of any District policies and/or code of conduct rules to the facts;
5. Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any recommended disciplinary sanction(s) imposed on the Respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the District to the Complainant and
6. The procedures and permissible bases for the Complainant and/or Respondent to appeal the determination.

A copy of the written determination must be provided to both parties simultaneously, and generally will be provided within 60 calendar days from the District's receipt of a formal complaint.

The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Where a determination of responsibility for sexual harassment has been made against the Respondent, the District will provide remedies to the Complainant that are designed to restore or preserve equal access to the District's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent. The Title IX Coordinator is responsible for effective implementation of any remedies. Following any determination of responsibility, the District may implement disciplinary sanctions in accordance with State or Federal law and or/the negotiated agreement. For students, the sanctions may include disciplinary action, up to and including permanent exclusion. For employees, the sanctions may include any form of responsive discipline, up to and including termination.

Appeals

Either the Complainant or Respondent may appeal the decision-maker's determination regarding responsibility or a dismissal of a formal complaint, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time that could affect the outcome and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent that affected the outcome.

The request to appeal must be made in writing to the Title IX Coordinator within seven calendar days after the date of the written determination. The appeal decision-maker must not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent and cannot be the Title IX Coordinator, the investigator, or the decision-maker from the original determination.

The appeal decision-maker must notify the other party in writing when an appeal is filed and give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome. After reviewing the evidence, the appeal decision-maker must issue a written decision describing the result of the appeal and the rationale for the result. The decision must be provided to both parties simultaneously, and generally will be provided within 10 calendar days from the date the appeal is filed.

Informal resolution process

Except when concerning allegations that an employee sexually harassed a student, at any time during the formal complaint process and prior to reaching a determination regarding responsibility, the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility, provided that the District:

1. Provides to the parties a written notice disclosing:
 - A. The allegations;
 - B. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX formal complaint process with respect to the formal complaint and
 - C. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process.

The informal resolution process generally will be completed within 30 calendar days, unless the parties and the Title IX Coordinator mutually agree to temporarily delay or extend the process. The formal grievance process timelines are stayed during the parties' participation in the informal resolution process. If the parties do not reach resolution through the informal resolution process, the parties will resume the formal complaint grievance process, including timelines for resolution, at the point they left off.

Record keeping

The District must maintain for a period of seven years records of:

1. Each sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore or preserve equal access to the District's education program or activity;
2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom and
4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District must make these training materials publicly available on its website.