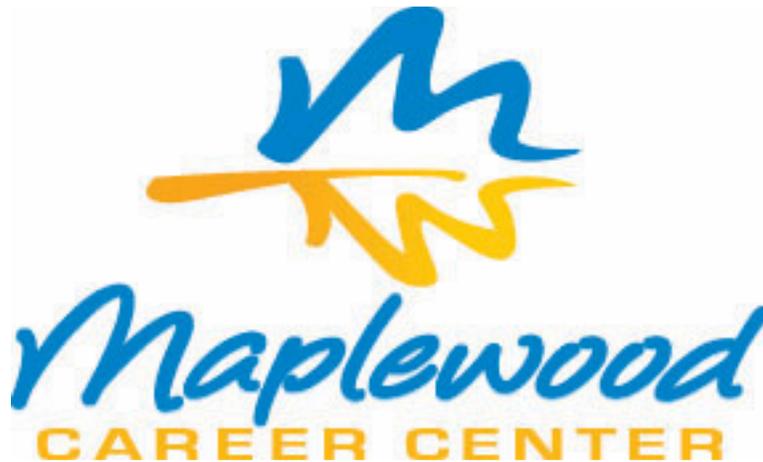


# *Maplewood Career Center*

## *Adult Education*



## *Workforce Development Student Handbook*

*7075 State Route 88  
Ravenna, Ohio 44266-9188  
(330)296-2892  
[www.mwood.cc](http://www.mwood.cc)*

# TABLE OF CONTENTS

## A. BUILDING MANAGEMENT

|   |    |
|---|----|
| Mission Statement & Vision Statement..... | 5  |
| Accreditation.....                        | 6  |
| Governance .....                          | 7  |
| Organizational Chart.....                 | 8  |
| Daily Schedule .....                      | 9  |
| Organization of the School .....          | 10 |
| Building Rules & Regulations .....        | 10 |
| Weather Closing/Delays .....              | 12 |
| Asbestos .....                            | 12 |

## B. INSTRUCTIONAL MANAGEMENT

|   |    |
|---|----|
| Course of Study.....                          | 12 |
| Class Planning.....                           | 13 |
| Daily Instructional Plan (Lesson Plan) .....  | 13 |
| Techniques for Teaching Adults.....           | 15 |
| Attendance Policy for the Adult Student ..... | 16 |
| Withdrawal Policy .....                       | 19 |
| Grading Systems .....                         | 19 |
| Outstanding Student Award.....                | 20 |
| Satisfactory Academic Progress .....          | 21 |
| Appeals .....                                 | 22 |
| Graduation Requirements .....                 | 21 |
| Completing Classes.....                       | 23 |
| Student Evaluation .....                      | 23 |
| Student Services.....                         | 24 |
| Advisory Committees .....                     | 24 |

## C. SAFETY AND LIABILITY

|  |    |
|--|----|
| Safety .....   | 26 |
| Liability of Staff for Student Welfare.....                  | 27 |
| Blood-borne Pathogens.....                                   | 27 |
| Hand-washing Policy .....                                    | 29 |
| Accident Report .....  | 31 |
| Hazardous Materials .....                                    | 31 |
| Worker's Compensation .....                                  | 34 |
| Certificate of Liability.....                                | 34 |
| Crime Control .....  | 34 |
| Fire Drills.....   | 34 |
| Teachers Fire Drill Check Sheet.....                         | 35 |
| Tornado Warning.....   | 36 |
| Bomb Threat and Evacuation.....                              | 36 |
| Intruders and Bomb Threat Lockdown.....                      | 37 |
| Technology Consent Agreement for the Adult Ed. Student ..... | 38 |

|   |    |
|---|----|
| Staff Network and Internet Acceptable Use and Safety Agreement..... | 39 |
|---|----|

**D. OPERATIONAL PROCEDURES**

|                                    |    |
|------------------------------------|----|
| Use of Facility.....               | 41 |
| School Copying Machine.....        | 41 |
| Copyright Compliance.....          | 41 |
| Custodial Maintenance Service..... | 42 |
| Computer Repair Request.....       | 42 |
| Motor Vehicles & Parking.....      | 42 |

**E. ACTIVITIES**

|  |    |
|--|----|
| Activity Procedure.....                | 42 |
| Activities Away from School.....       | 43 |
| Transportation by Private Vehicle..... | 43 |

**F. STAFF INFORMATION**

|  |    |
|--|----|
| Board Policy/Negotiated Agreement.....   | 43 |
| Staff Dress and Grooming.....            | 43 |
| Professional Decorum/Behavior.....       | 44 |
| Teacher Evaluation.....                  | 44 |
| Public Records Policy.....               | 46 |
| Tuition Discount.....                    | 47 |
| Professional Visitation.....             | 48 |
| Payroll Procedure.....                   | 49 |
| Monthly Travel Report Procedure.....     | 49 |
| Requisitioning Procedure.....            | 50 |
| Visual Aids.....                         | 50 |
| Drug Prevention.....                     | 50 |
| State Smoking Ban.....                   | 51 |
| Sexual Harassment.....                   | 51 |
| Grievance Procedure.....                 | 53 |
| Teacher Absence Reporting.....           | 55 |
| Conceal/Carry Policy.....                | 55 |
| Sick Leave (Adult Secretaries only)..... | 55 |
| Calendar.....                            | 57 |
| Full-Time Adult Education Teachers.....  | 58 |

**G. FORMS**

## **Purpose of The Maplewood Career Center Adult Education Staff Handbook**

The Maplewood Career Center Adult Education Staff Handbook is designed to inform adult instructors, as well as other staff members, about procedures, policies, and services of Maplewood Career Center. In addition to having familiarity with this handbook, staff should also be aware of the contents of the student handbook.

### **Welcome to Maplewood Career Center Adult Education**

To the Teaching staff of Maplewood Career Center:

The Teaching Handbook contains information that will be helpful to staff members during the upcoming year. Should you have questions about the school or any of the operational procedures, please do not hesitate to ask. The administrative staff is eager and willing to help.

Maplewood Career Center offers excellent training programs and learning experiences. The teachers at Maplewood have earned the reputation of being highly skilled, caring professionals. Your efforts at Maplewood will provide our students with academic and career and technical skills that will enable our graduates to be successful, employable adults with a promising future.

On behalf of the Board of Education and the Administrative staff, I want to take this opportunity to welcome you and encourage you to have a successful school year.

Randy Griffith  
Superintendent

Dear Adult Education Staff Member,

We are looking forward to having you join the Adult Education staff. This handbook will help you become acquainted with the operations and policies within the Adult Education program at Maplewood Career Center.

If you have any questions, please feel free to ask any Adult Education staff member.

Sincerely,

Michael G. Hinton  
Director, Workforce Development

## **A. Building Management**

### **Maplewood Career Center**

#### **Mission**

Maplewood Career Center provides individuals with educational experiences that aid in personal growth and the development of career/technical skills leading to graduation, higher education, and/or employment.

The Adult Education program shall assist individuals and companies in the efforts to develop leadership, build new skills, upgrade skills, keep abreast of technologies, and to develop competencies in areas of need and workforce development and personal interest.

#### **BELIEFS UPON WHICH THE DISTRICT'S MISSION ARE BASED:**

We believe:

- All students can learn.
- Schools and teachers make a difference.
- The 21<sup>st</sup> Century will reward workers who possess state-of-the-art technical and advanced academic skills.
- Our district's value is measured, in part, by our constituents' perception.
- The characteristics of our environment are constantly changing. Further, we believe our curricula and instructional deliveries have to evolve in order to stay relevant. Hence, our institutional culture must be of calculated risk-taking and innovation.
- The progress of students must be measured, in part, using standards developed by internal and external constituencies, as these guidelines help determine "how good is good enough."
- The purpose of education in a free society is to facilitate the development of each student and that each student has both the right and responsibility to make choices and decisions that foster the betterment of self and society.

#### **Vision**

##### *Getting Your Hands on Education*

Maplewood Career Center shall prepare learners to be productive, responsible, and successful members of society. Through progressive curriculum and dynamic hands-on learning, Maplewood Career Center challenges each student to develop lifelong skills that relate to the leadership and teamwork necessary in their future careers and community roles. Maplewood Career center will establish a relationship with staff, students, parents, and community business that allows all learners to reach their full potential.

## **STATEMENT OF PHILOSOPHY**

The prime responsibility of career/technical education is to adequately prepare youthful citizens, as well as adults to find a productive place in society in skilled occupations. Career/technical educators must monitor the new methods and techniques used in the world of work and be ready to restructure existing curricula to meet these developments. A diversity of programs must include occupations in such areas as agriculture, business, home economics, health, marketing, and trade and industrial fields.

Furthermore, in addition to providing technical knowledge and work skills, career/technical education must develop abilities, attitudes, work habits and values, ideas, and appreciations which contribute to a satisfying and productive life in a changing society. Youth need to develop not only salable skills but also personal growth in self-expression, dignity, protection of the rights and freedoms of all individuals, and a fair sense of equality. Life skills, therefore, must be a part of a well-rounded program of studies aimed at developing qualified, efficient workers. However, an opportunity should be provided not only for each student to succeed, but also to accept circumstances which are sometimes inevitable to cope with failure.

An effective program of career/technical education is part of the comprehensive Career Education in Ohio, reaching from preschool through adulthood and designed to help all students develop the attitudes and knowledge necessary to selecting a rewarding career.

It is the policy of Maplewood Career Center School District that education activities, employment, programs, and services are offered without regard to race, color, national origin, sex, religion, handicap, or age.

Michael G. Hinton, Director  
Workforce Development and Adult Education  
7075 State Route 88  
Ravenna, OH 44266  
(330) 296-2892 ext. 551011

## **ACCREDITATION & AFFILIATION**

Maplewood Career Center's programs are approved by the Ohio Department of Education, Office of Career-Technical and Adult Education, and the Ohio Board of Regents.

**MAPLEWOOD CAREER CENTER GOVERNING BODY & ADULT  
WORKFORCE DEVELOPMENT ADMINISTRATIVE STAFF**

**Maplewood Career Center  
Board of Education 2010-2011**

|                                    |             |
|------------------------------------|-------------|
| Cynthia Pennock-Hannish, President | Streetsboro |
| Mary Kaley, Vice President         | Southeast   |
| Roger Boltz                        | Ravenna     |
| Patricia Brett                     | Garfield    |
| Linda Cooper                       | Field       |
| Andy Herchek                       | Waterloo    |
| Jay Kelsey                         | Rootstown   |
| Darryl McGuire                     | Windham     |
| Joanne Newhauser                   | Ravenna     |
| Martha Phillips                    | Crestwood   |
| Thomas Shuman                      | Mogadore    |

**Maplewood Career Center Adult Education  
Administration and Faculty**

Randy Griffith, Superintendent  
Michelle Seckman, Treasurer  
Michael Lenzo, Director of Business Affairs  
Michael G. Hinton, Director, Workforce Development and Adult Education

**Coordinators**

Laure Gauntner, ASPIRE (formerly ABLE) Coordinator

**Career/Job Training Instructors**

|                            |                              |
|----------------------------|------------------------------|
| Welding Technologies       | Timothy Numbers              |
| Industrial Maintenance     | Rudy Setinsek & Scott Nelson |
| Medical Billing and Coding | April Shehi                  |
| Dental Assisting           | Pamela Soltis                |

**Adult Education Support Staff**

Charlotte Werner

**ASPIRE Education Staff**

Barb Elam                  Beverly Crites                  Laure Gauntner

## Organizational Chart

## **ADULT CAREER & TECHNICAL WORKFORCE DEVELOPMENT**

### **Daily Schedule**

The teacher work day at Maplewood Career Center Center is specified according to the teacher's specific class schedule.

Career Enhancement and Personal Enrichment instructors are reimbursed by actual class times.

Instructors teaching Career Development programs in which a student receives a state certificate or must pass a state/industry standard will be reimbursed at a rate of 1 hour of prep for every 5 hours taught.

### **General Information:**

- The Adult Education Office is open daily Monday – Friday from 2:00 – 9:00 p.m.
- The building is open to the students and instructors until 10:00 p.m. Monday – Thursday and 4:00 p.m. on Fridays.
- Students who arrive early for Adult Education classes and wish to enter the building must report to the school cafeteria.
- Students can report to classrooms and labs earlier **only** if an instructor is present.
- Students enrolled in the ASPIRE/GED program must abide by the rules of the student contract.

## **MAPLEWOOD CAREER CENTER ADULT EDUCATION ADULT WORKFORCE DEVELOPMENT DIVISION**

### **Career Development Program Schedules:**

#### **Welding Technologies**

Monday – Thursday 5:15 p.m. – 9:30 p.m.

\* Additional classes, dates, and times may be added to accommodate increased enrollment.

## **ORGANIZATION OF THE SCHOOL**

### **Director**

As vested by Maplewood Career Center Board of Education, the Director has authority over all personnel assigned to the operation of adult division programs at Adult Workforce Development Center. The Director reports to the Superintendent.

The Director provides educational leadership for the planning, organizing, implementing, and evaluating of all secondary programs, and promotes and maintains an effective learning environment.

In addition, the Director:

- Observe and evaluate the instructors. Evaluate grade and lesson plan books. Supervise programs for the main purpose of upgrading the quality of instruction. Assist with student discipline.
- Meet regularly with staff to keep them informed regarding policies and procedures.
- Promote the interest of each staff member in all programs being offered.
- Involve the teaching staff in the selection of textbooks and other educational equipment and supplies.
- Assist with the development of courses of study and curriculum guides.
- Assist with the development and implementation of a program for student evaluation.
- Involve the teaching staff in daily operations for continuous improvement of Adult Workforce Development.
- Contact and employ substitute teachers. Help them to become familiar with school policies and procedures.

## **BUILDING RULES AND REGULATIONS**

### **Building Supervision**

The Career Center provides educational opportunities adult students during evenings. The facilities and equipment are the most modern and up-to-date that could be provided. Teachers are asked to strive for a high level of building maintenance by:

1. Maintaining complete supervision of student activities.
2. Reporting damage or theft promptly.
3. Maintaining lab and classroom facilities, and insuring that classrooms are in the same condition and configuration as when they entered.

**Maplewood Career Center** - Bylaws, Policies and Administrative Guidelines may be reviewed at <http://neola.com/maplewood> or the Superintendent's Office.

## **Rules and Regulations Regarding Entry into the Building**

Persons, other than students, faculty members, and school employees, entering the building and school grounds are governed by the following rules and regulations of the Maplewood Career Center Board of Education, established in accordance with the provisions of the Ohio Revised Code:

1. Unauthorized persons and loiterers are prohibited from entering the building and school grounds.
2. Sales and service personnel, and other responsible adult visitors with legitimate school business are always welcome. Visitors are asked to report to the administrative offices.
3. Students shall not be in the building prior to 1 hour before the start of class unless under the direct supervision of a faculty member.
4. Students should plan to leave to premises immediately after class ends.
5. Teachers and other employees shall report promptly to the Adult Director or office staff the presence of suspicious persons on or about school property. In case of possible urgency, teachers and other employees shall report directly to the police and then immediately notify the Director.
6. In no case are students to be left in the classroom unattended.

### **Visitor Pass**

Visitors to the Career Center should be directed to the administrative office.

### **Opening of Building for Students**

The building opens for students (post-secondary) as required. Students who arrive early within 45 minutes of class and wish to enter the building must report to the cafeteria area. Students can report to classroom and labs earlier only if an instructor is present.

### **Parking**

Reserved handicapped parking areas are in effect 24 hours and are located in the North Parking Lot, South Parking Lot and Administrative Parking Lot. Handicapped parking is limited to those with handicapped permits or plates only. Instructors may park in the designated Instructor Parking Area. Students may park only in student parking areas. Please keep all fire lanes open. No one is permitted to park at the back of the building by the labs.

### **Breaks**

The cafeteria or the Staff Break Room is the only area where food may be consumed. No food is to be removed from the cafeteria by students. During the break period, students are to remain in the cafeteria or other designated areas.

Students are asked to display acceptable table manners at all times in the cafeteria. Loud talk and poor behavior will not be tolerated.

Courtesy and common sense should dictate your behavior in the cafeteria. Be considerate of others by disposing of waste paper and leftovers properly.

## **Center Closing Due To Weather**

From time to time, Maplewood Career Center and Maplewood Adult Education will close due to a disease epidemic, hazardous weather, damage to the building, or utility failures. When Maplewood Career Center High School closes, Maplewood Adult Education evening classes **may not** be canceled. If an event has been scheduled and MCC Adult Education is open but the weather is questionable, please contact your event coordinator to check on the status of that event. An announcement about the closings will be on local television and radio stations. (Please do **NOT** call the school.) The school closing will read: **Maplewood Career Center No Evening Classes or Maplewood Career Center PM classes canceled on the television stations.** Information regarding the closing of Maplewood will be done through notification of the local radio and television stations.

|             |                 |                                  |
|-------------|-----------------|----------------------------------|
| <i>WJMP</i> | <i>1520 AM</i>  |                                  |
| <i>WAKR</i> | <i>1590 AM</i>  |                                  |
| <i>WONE</i> | <i>97.5 FM</i>  | <i>Channel 3 WKYC – TV (NBC)</i> |
| <i>WQXK</i> | <i>100.1 FM</i> | <i>News Channel 5</i>            |
| <i>WMMS</i> | <i>100.7 FM</i> | <i>WJX Fox 8</i>                 |
| <i>WQMX</i> | <i>94.9 FM</i>  |                                  |
| <i>WNIR</i> | <i>100.1 FM</i> |                                  |

**Caution: Listen carefully to school closings. You may hear “Maplewood High School” which is in Trumbull County.**

Make-up days due to inclement weather or emergency days will result in extended days or extended class hours to make-up days/hours missed. The make-up times will be coordinated by the individual instructors.

## **PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS**

Maplewood Career Center is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result in industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the district’s Preparedness for Toxic Hazard and Asbestos Hazard Policy and asbestos management plan is available for inspection at the board office upon request.

## **B. Instructional Management**

### **COURSE OF STUDY**

It is imperative that teachers develop and utilize information that effectively directs students towards successful completion of a course. During the time that a course is presented, a teacher needs to have a plan that includes course objectives, tasks to be performed to reach those objectives, and techniques to be used to properly evaluate whether or not objectives have been reached.

With this in mind, it is mandatory that each instructor develop a Course of Study that reflects the activities and objectives of the course taught, and to determine a time line for completion of the document. Copies of Courses of Study are on file in the Adult Education Director Office.

## **CLASSROOM PLANNING**

### **Lesson Plans are in the Form Section**

Good planning facilitates good teaching. It is recognized that considerable variation exists in methodology used by instructors. Below, you will find listed information directing you in your planning and teaching efforts.

1. Attendance is checked at the beginning of class and attendance is noted if a student leaves early through the computer.
2. When applicable, students should have assigned seats or work areas.
3. The instructor begins the class promptly.
4. Class time is used for instruction in the subject.
5. A good learning environment is maintained in the room.
6. The course of study is enriched by use of the smart boards, current materials, audio-visual materials, etc.
7. Individual and class differences are recognized. The instructor gives extra help to those requiring it.
8. Students shall complete assignments made by teacher.
9. If applicable tests are to be graded by the INSTRUCTOR, a planned testing program is used. Written work is corrected and returned to the students as quickly as possible so that the students may learn through the review process.

## **DAILY INSTRUCTIONAL PLAN (LESSON PLAN)** **for CAREER DEVELOPMENT PROGRAMS**

**PURPOSE:** To provide a plan for each day of instruction.

Instructors will maintain plans for each course presented. The plan should include all materials to be utilized for instruction, pages covered, methods to be used to instruct students, and a schedule of the day's instructional activities.

Competent teachers are conscious of the need for planning their work. From research, it is clear that able teachers use functional and practical lesson plans. Lesson plans should be made to be improved, and reused as the teacher develops professionally. Lesson plans can be used with more than one class as well as reused in subsequent sessions. The most important factor is the need for functional and flexible teaching plans that allow for individual differences within a class. Instruction in Adult Workforce Development classes should be highly individualized wherever possible.

The teacher must select or devise a type of plan suitable for the teaching situation. A plan suitable for one teacher may not be appropriate for another.

After a teacher has decided the extent and nature of his or her plans, they usually find it advantageous and time saving to use the same general format for each similar type lesson.

In writing plans, the teacher does not need to use long descriptive sentences. Short phrases are better. Proficiency in making unit plans comes with experience. Even proficient teachers sometimes use poor judgement and make mistakes. However, every teacher's goal should be the continuous improvement and refinement of lesson planning skills.

Major points or divisions of lesson plans vary with teachers and teaching situations. Typical points frequently contained in lesson plans are:

1. Teacher's objectives for the unit to be taught.
2. Points to be stressed during a lesson or session.
3. New words and phrases.
4. Materials needed by students to construct a project or complete an assignment or experiment.
5. Tools and equipment needed by students to do the work.
6. Materials, tools, equipment, and teaching aids needed by the teacher for each demonstration.
7. Video resources (video cassettes, CD's and DVD's).
8. Drawings or sketches for a project.
9. Layout of diagrams or sketches to be used.
10. Hand or machine operations involved in the project.
11. Suggestive procedure (the steps that a student might follow in doing a project or an assignment) with checking levels (for student and teacher).
12. Plan for dividing the unit into a series of sessions. This shows how much might be taught each day.
13. Informational topics to be studied.
14. Safety precautions to be emphasized.
15. Suggested references for students.
16. Suggested references for teachers.
17. Questions for discussion by students.
18. A unit test to be given at the conclusion of the lesson or series of lessons. (Tests are only used if a student is taking a career development course.)
19. Future assignments.

Beginning teachers need to decide which of these points is suitable for their situation.

## **INSTRUCTOR SKILLS**

An effective instructor should be able to:

1. Plan and organize the curriculum.
2. Prepare and present a lesson.
3. Use correct teaching methods.
4. Learn the art of oral questioning in teaching.
5. Use the smart board, instruction sheets, other teaching aids, including up-to date technology.
6. Check the effectiveness of their teaching.
7. Recognize and provide for individual differences in the group.
8. Recognize the importance of their personal qualities as it relates to their instruction.
9. Learn the responsibilities of the instructor as a manager.

## **TECHNIQUES FOR TEACHING ADULTS**

### **The Adult Student**

The primary factor in the success of an Adult Workforce Development program is the ability of the instructor to motivate and teach the adult student. This rests on their understanding of the adult as a learner, their insight into the adult's motivation, attitudes, fears, complexes, and needs.

The adult student, who comes to the classroom from the workday world and a real life situation, cannot be compared with the elementary or secondary school student whose life principally revolves around the classroom situation. The differences are marked, especially as they relate to the immediate concerns of an adult through the various stages of their life span. In early adulthood, they may be concerned with rearing a family and planning for a long-term successful career. In later years, they may become more concerned with their financial security and the break-up of their household as their children leave home. As they approach retirement age, they will be become concerned with the use of their leisure time.

The needs, attitudes, and motivations of the adult will vary in each of these life stages. To ignore the emotional composition of the adult as a student is to invite their resentment and failure. UNDERSTANDING thus becomes a prime requisite for a successful adult program.

Many highly motivated adults enter the program with a definite purpose. Others need to be encouraged to actively participate; their interest must be aroused and an understanding established as the need for career enhancement. There are some adults who are keenly interested in enrolling in this type of program but are hesitant to do so as they question the social acceptability of "going to school" at their age. Others may lack self-confidence in their ability to learn. This may be due to the fact that the adult had little success in school as a child, has forgotten how to study, or fears possible embarrassment in the classroom.

Because of their age and breadth of experiences, adult students may become "set in their ways," thus being highly resistant to change. Pre-established opinions and prejudices may cause them to appear somewhat narrow-minded in attitude.

Adult students resent being treated as children in a typical school classroom situation. They resent being asked questions which they consider to be senseless, and they may resent being called on by the instructor when they do not volunteer to participate in classroom discussions.

Most of the adult students resent what may be considered "red tape" in completing lengthy registration forms, personal resume forms, and evaluation forms. They resent the instructor who is incompetent just as they dislike the instructor who adopts the "know-it-all" attitude in class.

All of these resentments, fears, likes, and dislikes can be found in the typical adult class. Students' ages may vary from 18 to 70, and the educational level may vary from less than eighth grade to college degree or higher. Thus, it is imperative that the curriculum for the adult program be carefully planned to encompass the gamut of interests and abilities. To implement and to effectuate this curriculum the instructor must have an understanding of adult students and their learning processes.

### **The Ability of the Adult Student to Learn**

Adulthood is usually determined by two factors: physiological and sociological maturity. Physiologically, a person becomes an adult when he/she has grown to full size and strength; this point comes at the climax of adolescence and is very close to the point at which a person reaches his/her peak in physical ability -- somewhere around the ages of 20 to 25.

After this age, adults experience a slowing down in reaction time, their sensory perceptions become less sharp, and their physical stamina may begin to weaken. It must be remembered, however, that these changes will occur at different ages in varying degrees from one individual to another.

These physiological changes are recognized in conducting adult classes and in planning room and/or seating arrangements. Care must be taken in using audio visual aids so that each class member can both see and hear what is going on with the least amount of effort. All research indicates that adults can learn. It has been proven that one's capacity to learn does not decline with increasing age unless there is a physiological change involving brain damage. In fact, the I.Q. increases with age. There is a decline in the rate of learning as age progresses, but the intellectual power in and of itself does not change.

The social factor is less frequently considered a characteristic of adults, but this factor is implicit in much of Adult Workforce Development. Socially, an adult is one who has become independent and responsible for him/herself in the society where he lives. The social factor involves such things as independence from family authority, economic independence, and the assumption of responsibilities for family and for community.

In analyzing the social factor, attention must be given to the experience of an adult. Adults, as compared to youths, have many different types of experiences. They also organize these experiences differently. Because of this, the adult will approach education from a more practical point of view, as they are more concerned with the immediate problems facing them in the work place. They are interested in building a better life for themselves now, in obtaining results now, not in the distant future, as is usually the case for the school youth. Thus, it is important that "feedback" plays an important part in the adult program, as knowledge of their progress and the observance of tangible results will motivate the adult to continue to learn.

Time denotes a different factor to an adult than it does to a school youth. To the latter, time is an infinite period extending into an endless future. To the adult, time is finite. Time is precious. They realize that they have a limited number of years remaining to accomplish their life's ambitions and objectives. Because of this limited time factor, adults must choose the activities in which they will participate. In many instances, they will rank social, political, and economic responsibilities over education. In planning the adult program, therefore, consideration must be given to the scheduling of classes. This demands a flexible, realistic organization of the curriculum, rather than attempting to fit a rigid semester or quarter pattern.

## **ATTENDANCE POLICY for the ADULT STUDENT**

Attendance at a training program is a reasonable predictor of attendance at work. Instructors monitor attendance carefully. They take attendance when their classes start on the computer and they record times when students leave early and arrive late.

Student attendance is checked and verified when the program is complete. During the class, if students have questions about their grades or attendance rates, they should request information about their performance from their instructor. If the student does not meet the minimum of 95% of the course hours (except for STNA who cannot miss a single class) they will not receive a Certificate of Completion for the class/program.

### **Satisfactory Attendance Rate**

All students must attend at least 95% of their program's scheduled hours to maintain Satisfactory Academic Progress (SAP). In addition, SAP requires that students maintain a 2.0 Grade Point Average.

### **Effect of SAP Policy on Aid and Certificates of Completion**

Please note that ALL students receiving financial aid, and those who want a Certificate of Completion from the Maplewood Career Center Adult Education Programs, must maintain Satisfactory Academic Progress. Also note that the school must contact the Veterans Administration if the attendance of a student who is receiving Veteran's Affairs benefits falls below 90%. Changes in VA benefits are determined by Veteran's Affairs.

### **Probation based on Unsatisfactory Academic Progress (Financial Aid)**

A student who does not achieve a C, or a 2.0 Grade Point Average, for one grading period will be put on probation for the following grading period. To regain Satisfactory Academic Progress status, students on probation must raise their year-to-date GPA to 2.0 by the end of their probationary grading period.

Before the career development programs reach the halfway mark of the first payment period, the Financial Aid Administrator or another member of the registration staff will review the students' year-to-date attendance rates. When the attendance is checked, all students who have not received credit for 95% of the scheduled class hours via their class attendance, or by completion of excused make-up hours, will be placed on probation. These students will be given a formal probation notice which includes the date by which they must raise their year-to-date rate of attendance to 95% to be in compliance with the school's SAP policy.

Probation Notices issued by Maplewood Career Center Adult Education include the following:

- The reason the student's status is unsatisfactory

- Actions the student must perform to regain satisfactory standing
- The time by which the change in status must occur
- The consequences if the student does not regain satisfactory status on time

### **Attendance certificates for Career Development Programs**

Students who attend school at least 2.5 hours every day and do not miss more than 5 hours total during the entire year will receive a Perfect Attendance Certificate.

An Award of Distinction Certificate is earned by students who achieve a 4.0 Grade Point Average for the course.

### **Excused absences**

Although businesses generally do not excuse employee absences, the school recognizes that some important events can infrequently prevent students from attending classes. Students who provide documentation\* can request that the instructor excuse an absence. If the request is granted, the student will be permitted one week to make up the time missed. If the time missed has not been made up within one week, the time will count as absent hours that lower the student's attendance rate. This rule can only be waived if the instructor recognizes that extenuating circumstances require that the student should be given more time. This rule does not apply to the STNA program which is a 100% attendance for a Certificate of Completion and recommendation for state testing.

The following circumstances may qualify as an excused absence if documentation is provided the day the student returns to class:

- Illness or accident involving the student or immediate family, which is defined as a spouse, parent, sibling, child, stepchild, or grandparent.
- Death of a spouse, parent, sibling, child, stepchild, or grandparent.

Students with extended illnesses that will require frequent or extended absences should withdraw and re-enter the next school year.

\* Valid documentation can include a doctor's slip, court record, or memorial program.

### **Tardiness**

As is common in business, students who are late for class will be docked time in 15-minute intervals. For example:

- a student who is 6 minutes late will be docked 15 minutes.
- a student who is 18 minutes late will be docked 30 minutes.
- a student who is 34 minutes late will be docked 45 minutes.

Excessive tardiness is an attendance problem. Tardiness is not permitted in the STNA program. A percentage point will be deducted from a student's attendance rate each time a student is tardy three times in a grading period. For example, a student who has attended 91% of the grading period's scheduled hours will have an official attendance rate of 89% if he or she is tardy six times during that grading period.

## **Requesting Leave from Class**

Students who must leave for a long period should withdraw and re-enroll later. However, on rare occasions the school may grant a student a leave of absence up to 180 days in any 12-month period during which the student is not considered to have withdrawn. The student must deliver a written request for the leave to the Adult Director and the Adult Workforce Development office must approve the leave. When requesting leave for National Guard duty, the student must bring active duty papers to the Adult office for verification.

When a leave request is approved, the student will not incur additional charges and the financial aid office will be notified. The financial aid office will investigate whether, and how, the leave might affect the student's aid.

Students who fail to return from an approved leave of absence will be officially withdrawn and all refunds or returns of Title IV funds will be based on the student's last date of attendance.

## **WITHDRAWAL PROCEDURES**

Students planning to withdraw must notify the Adult Workforce Development office by completing an Exit Survey. Non-attendance does not constitute an official withdrawal.

The student's last date of attendance will be used to calculate any potential refund or return of Federal funds to the U.S. Department of Education. Withdrawing students who have borrowed Federal Stafford loan money must arrange a loan exit interview with the financial aid officer. No refund will be made to the student.

## **STUDENT GRADING SYSTEM**

Instructors at Maplewood Career Center Adult Workforce Development use the following table to evaluate student achievement:

### **Grade – Performance Standard Grading Scale**

**A (100 – 90%) – Outstanding Performance:** Recommendations without reservation for nearly any employment situation. Superior in all aspects of the program. Unusual ability.

Exceptionally impressive. Prediction of being in the upper ten percent of leaders within his/her trade. Student will be recommended without reservation for employment.

**B (89 – 80%) – Good Performance:** Recommendation with some minor reservations. Will need some supervisory assistance. Impressive. Prediction of being in the upper fifty % and below 10% of the leaders in his/her trade. Student will be recommended for apprentice program or employment.

**C (79 – 70%) – Acceptable Performance:** Recommendation with major reservations. Possesses about as many strengths as weaknesses. Will need supervisory assistance. Presently, cannot predict excellent or good success. Neither conspicuously impressive nor unimpressive. Prediction of being above the lower 10% and below the upper 50% of the leaders in his/her trade.

**D (69 – 60%) – Limitations in Performance:** Recommended with hesitance. Some major weaknesses. More weaknesses than strengths. Definite weaknesses in planning and in

securing good results. Close supervision will be necessary. Not a complete failure. Unimpressive. Prediction of being in the lower 10% of the leaders in his/her trade.

**F (59 – 0%) – Not Recommended:** Definitely unimpressive. Little, if any, responses to supervision. Prediction of the job failure. Individual should be guided into other training opportunities.

#### **W – Withdrawal**

**I – Incomplete:** Incomplete work must be completed within 2 weeks of receiving the mark. All Incomplete work will become an “F” unless a medical report from the doctor is acquired within one month.

### **Probation based on Unsatisfactory Academic Progress in Career Development Programs**

A student who does not achieve a C, or a 2.0 Grade Point Average, for one grading period will be put on probation for the following grading period. To regain Satisfactory Academic Progress status, students on probation must raise their year-to-date GPA to 2.0 by the end of their probationary grading period. For more information, see **Satisfactory Academic Progress (SAP)**.

For example, if a student receives has a 1.0 GPA when grades are checked he will be placed on probation.

To be removed from probationary status, the student must raise his GPA to 2.0 by the date listed on his probation notice.

#### **Incomplete**

A grade of Incomplete is not considered in calculations for Satisfactory Academic Progress. If students do not complete their work in the specified time allotted, the instructor will change the Incomplete to an F, which will negatively affect the SAP.

#### **Outstanding Student Award**

Following are the criteria instructors should use when selecting the outstanding student in the class:

1. Attendance - the higher the attendance, the higher the rating
2. Achievement - grades, success in the classroom and lab; final test results; quality and quantity of work
3. Employability Skills - cooperation, dependability, positive attitude, enthusiasm, ability to get along well with others, courtesy, promptness, efficiency, consistency, tactfulness
4. Leadership Skills - displays leadership skills in classroom and lab activities

### **SATISFACTORY ACADEMIC PROGRESS (SAP)**

The Satisfactory Academic Progress (SAP) policy is an incentive for all students to achieve attendance and Grade Point Average (GPA) goals throughout the class, ensuring that they learn marketable skills and work habits before graduating.

Please note that the SAP policy requirements also determine whether students who accept Title IV Federal Student Aid can continue to receive Pell Grants and Stafford Loans. See **SAP Guidelines and Federal Financial Aid** for more information.

## **Payment Periods**

All full-time programs are divided into two equal payment periods. To encourage students to remain focused on their work, we review their SAP scores each payment period. For example, a 610 hour program is divided into two payment periods of 305 hours.

## **SAP Guidelines**

These Attendance and GPA guidelines apply to all full-time students enrolled in Maplewood Career Center Adult Education Career Development programs that last at least 600 hours. For more information, see the handbook sections on Attendance and the Student Grading System.

1. Each student must maintain at least a C average (2.0 GPA).
2. Each student must be credited with at least a 95% attendance rate, either through attending scheduled class hours or through Instructor-approved make-up of excused time out of class.

## **Behavior**

In addition, SAP guidelines require that students behave appropriately in class. A student's behavior is inappropriate if it disrupts the learning environment, the instructor, or other students or staff members. The school treats students who exhibit such behavior the same as it does students who have failed to meet SAP Attendance or GPA guidelines.

Please note that severely inappropriate behavior is grounds for involuntary Withdrawal from a program. Maplewood Career Center's Adult Director will determine when student behavior warrants involuntary Withdrawal.

## **Cheating or Scholastic Dishonesty**

Scholastic dishonesty includes, but is not limited to cheating on an assignment/test/quiz, plagiarism, collusion, copying another student's work, collaborating with another student on school work or a test without permission. In addition, knowingly using, buying, selling, stealing, transporting, soliciting a whole or part of the contents of an administered test, substitution of another student's work for one's own, securing copies of a test or answers in advance of a test. Students displaying scholastic dishonesty will be given a "zero" on the test, quiz, project, assignment, and will be issued additional consequences.

Students who cheat on homework or tests that contribute to their grades are subject to disciplinary action up to and including involuntary withdrawal from the class.

## **SAP Disciplinary Process for Title IV Federal Student Aid**

Instructors will notify students if their GPA or attendance falls below the minimum SAP requirements during a grading period. When the Financial Aid Administrator or the registration staff reviews class records during a payment period, a student whose grades and/or attendance do not meet SAP requirements will be placed on probation until a date specified on his/her Probation Notice.

If a student on probation achieves SAP Policy requirements for attendance and grades by the date specified on his/her Probation Notice, the Financial Aid Administrator or the registration staff will notify the student that probation has ended satisfactorily. If a student on probation does not achieve 90% attendance or a 2.0 GPA by the end of the probationary period, the student is not eligible to receive Federal Title IV Student Aid, such as Pell Grants and Stafford Loans. The student might also face other disciplinary action, including involuntary Withdrawal.

For more information about the probation process, see Probation based on Unsatisfactory Attendance and Probation based on Unsatisfactory Academic Progress.

### **SAP Guidelines and Federal Financial Aid**

Students can receive Title IV Federal Student Aid if a disbursement date for Federal Student Aid grants or loans occurs while they are on probation. However, when grants and loans are to be disbursed after a student's probation period ends, and the student has not achieved 90% attendance or a 2.0 GPA while on probation, the student loses all rights to the expected grant and loan funds. When this situation occurs, the Financial Aid Administrator will alert the student that Federal funds cannot be disbursed. The Billing Officer will in turn produce an invoice that shows the funds that could not be disbursed and now becomes the student's responsibility. A student in this predicament must contact the Billing Office within two weeks of receiving the invoice to arrange a schedule for paying the balance that will not be covered by Federal Title IV funds.

Students who fail to contact the Billing Office within two weeks can be involuntarily Withdrawn for the program.

### **APPEALS**

Students can appeal disciplinary actions, such as probation or academic dismissal. To begin the Appeal process, a student must submit a letter of appeal and any supporting documentation to the Adult Director. The documentation should describe any undue hardship or circumstances which the student believes caused his/her failure to meet SAP standards. A review board convened by the Adult Director will consider the appeal and deliver a determination of the appeal within two weeks of meeting. Cases will be reviewed on an individual basis and the student will be notified of his/her outcome by certified mail.

If the student's appeal is successful, the student must demonstrate he/she is academically or motivationally prepared to continue the program of study. This may be accomplished by completing work that is missing or by making up class hours the student missed. The review board will determine the actions the student must take to be reinstated.

If the appeal of a student who was receiving Financial Aid is granted, aid that was lost will be reinstated if Federal guidelines permit the aid to be distributed.

### **GRADUATION REQUIREMENTS**

The requirements for career development and certificate programs are:

1. Student must earn a 2.0 GPA (C) for the class (some Career Development classes have stricter GPA Graduation Requirements which will be explained by the instructor).
2. Student must attend at least 95% of the scheduled classes to earn a Maplewood Career Center Adult Education Certificate of Completion or Maplewood Career Center Adult Education Career Passport.
3. Complete the Student Exit Survey
4. Students must not have an outstanding obligation to the school.

## **Outstanding Financial Obligations at Graduation Date**

Please note that grades will not be released and the student will not be permitted to graduate, if the student has any outstanding financial obligations to the school.

## **Career Passport**

Career Passport is a professional portfolio containing formal documents that identify and describe marketable skills. Career Passports are available only to students who have successfully completed Career Development courses. The passport is a tool to be utilized in any situation that calls for a resume or a concise description of an individual's skills, abilities, achievements and accomplishments.

## **STUDENT EVALUATIONS FOR THE CAREER DEVELOPMENT PROGRAMS**

Education is concerned with the establishing of desirable changes in students. It is important that these changes be measured in order to determine how well the student has accomplished the desired goals. Among the beliefs to be used in the attempt to measure change are following:

1. Evaluations should be tied to the competencies.
2. The curriculum for each program should be designed based upon the student's needs, interests, abilities, and skills necessary for employment.
3. The teacher should assist every student through cooperative self-evaluation to recognize individual strengths, weaknesses, and possibilities.
4. Evaluation methods should motivate each student to do his/her best work.
5. The evaluation method used by any teacher should provide the student and the teacher with an understanding and a record of the student's progress and accomplishment.
6. All staff members share the responsibilities of constantly and consistently interpreting the grading system to pupils.
7. Letter grades, if applicable, should be based on more than one aspect of the student's progress and accomplishment.
8. Teachers should evaluate on the basis of work completed and quality of the work.
9. Teachers should not allow students to help with grading.
10. Teachers are required in Career Development programs to assess the student's progress every 2 weeks, and will be required to turn in assessments to the Adult Director the 3<sup>rd</sup> Thursday of each month.

## **STUDENT SERVICES**

### **Counseling and Placement Assistance**

If additional counseling is necessary, the Adult Education Director will assist the student in obtaining community resources. Counseling is available through the ASPIRE/ GED office.

The Maplewood Career Center Adult Education program in collaboration with Portage Workforce Connections will post job openings on the Adult Education website: [www.mwood.cc](http://www.mwood.cc)

## **Health Services**

We do not maintain a health care center. Students who are ill should stay at home or return home if he or she becomes ill at Maplewood Career Center. The instructor and the Adult Education Office must be notified of all school-related injuries.

## **ADVISORY COMMITTEES**

### **Advisory Committee Meeting Minutes Forms**

### **Advisory Committee Meeting Sign In Forms**

The Maplewood Career Center Adult Education's Advisory Committees are formed to serve two main purposes:

1. To provide leadership in an advisory capacity giving futuristic direction to improve career and technical education.
2. To meet the guidelines by state and federal legislation.

### **Guidelines for the Establishment, Structure, & Operation of Advisory Committees**

1. Each full-time adult career and technical program shall have an advisory committee. Duplicate programs within the district shall have one common meeting annually.
2. Program instructors shall have responsibility for the selection, formation, and function of the advisory committee.
3. The membership of the advisory committee shall consist of five to seven people, and for specific programs meet Ohio Revised Code specifications for membership.
4. Advisory committee members should be persons highly knowledgeable of current developments in the program area. These people should be influential in the community and willing to devote sufficient time and effort. They should be employers, employees, recent program graduates, and/or others with sufficient involvement in the program area. Committee membership shall be composed of no more than one representative from a given business/industry/organization.
5. A three-year rotation plan shall be followed with one-third of the membership rotated each year. Initially, one-third of the members are appointed for one year, one-third for two years, and one-third for three years. Any committee vacancy shall be filled for the duration of the existing term.
6. Advisory committees shall meet at least twice a year. Committee members shall attend a minimum of one-half of the meetings annually in order to maintain membership.
7. A current advisory committee list shall be submitted by the instructor to the Adult Education Director.
8. Meeting dates of the advisory committees shall be established and submitted to the appropriate director by November 1 of each school year. **The Adult Education Director shall receive copies of meeting agendas one week in advance.**
9. Each advisory committee shall select a chairperson and a recording secretary. The recording secretary may be a member of the Maplewood staff. District personnel shall not serve as chairpersons. The chairperson shall preside and conduct all committee meetings and make committee assignments as necessary. The secretary will keep a

record of meetings, agendas, and discussions; notify members of meeting dates, times, and places; and **provide copies of the minutes of the meetings to the advisory committee members, appropriate director, and district superintendent.**

10. It is recommended the adult instructor collaborate with the high school instructor teaching the same technical field to form one collective advisory committee.

### **Activities of Advisory Committees**

Advisory committees advise in the identification, development, and operation of a specific career and technical program. Advisory committees address issues related to career and technical education as a whole and the specific program area. Included among these issues are emerging labor market needs, technological innovation, job placement opportunities and strategies, and enrollment barriers.

Typical advisory committee activities that address these issues include:

- Assisting in the development of community understanding and support of career and technical education.
- Assisting in the strengthening of a positive image of career and technical education and the specific program.
- Assisting in the reduction of barriers to enrollment that may exist, at the career centers, and in the community.
- Participation in program review/evaluation activities.
- Providing for community resource utilization, field trips, classroom persons, career education, etc.
- Providing counsel in selection of instructors and substitutes.
- Recommending equipment and facility layout and planning.
- Assisting with occupational/community surveys.
- Assisting in job placement of students.
- Providing advisement on course content.
- Shadowing—Student observation in an actual workplace to lend experience and exposure to a chosen vocation.
- Providing clinical/internship training opportunities

## **C. Safety and Liability**

### **SAFETY**

1. Teachers are responsible for the safety of students under their supervision. All staff must conform to OSHA safety and dress code.
2. Teachers should report to the Adult Education Director any hazard or unsafe procedure that needs attention.
3. Teachers shall instruct students about the proper use of equipment and materials and correct safety procedures as part of the program curriculum. This instruction should be

- repeated at regular intervals. A display explaining these rules and procedures should be posted in the shop and classroom.
4. The career center safety program includes information regarding fire drills, tornado drills, and lock down. Specific instructions and procedures to be used are described on other pages.
  5. Specific instructions are located in every room – Safety Ready Reference Guide with instructions for any crisis which may occur
  6. Teachers shall require students and program visitors to wear approved eye protective devices in vocational programs as provided in section 3313.643 of the Ohio Revised Code. This section pertains to every student and teacher in any public school who is participating in any of the following courses:
    - a. Career & Technical or industrial arts, shops, or laboratories involving contact with or use of:
      - i. Hot, molten metals
      - ii. Milling, sawing, turning, shaping, cutting, or stamping of any solid materials
      - iii. Heat treatment, tempering, or kiln-firing of any metal or other materials
      - iv. Gas or electric arc welding
      - v. Repair or service of any vehicle
      - vi. Caustic or explosive materials
    - b. Chemical or combined chemical physical laboratories involving caustic or explosive chemicals or hot liquid or solid. A board of education may purchase eye protective devices in large quantities and sell them at cost to students and teachers. “Industrial quality eye protective devices” as used in this section, means devices meeting the standards of the American Standard Safety Code for ear, eye, and respiratory protection, 22.1-1959, promulgated by the American Standards Association, Inc.

Please review any health and safety policies that might pertain to you or your instructional area. As an employee of Maplewood Career Center, you are responsible for understanding and implementing these policies.

## **HEALTH AND SAFETY**

As a staff member, you are expected to follow the established work practices outlined in Public School Works to reduce your exposure to blood and other potentially infectious materials.

The Maplewood Career Center crisis communications and management plan is located on the walls in each classroom and vocational lab.

## **LIABILITY OF STAFF FOR STUDENT WELFARE**

Teachers are responsible for the safety of students on the campus, within the building, and at school sponsored activities. Each teacher must be with his/her class on the campus as scheduled

and in the classroom and lab at all times in case of emergency or make sure that some other teacher is in charge. The following guidelines are, therefore, provided to minimize the occurrence of situations in which staff members may incur liability for their acts with relations to students:

1. Each teacher must maintain a standard of care for supervision, control, and protection of students commensurate with assigned duties and responsibilities.
  - A. Never leave class unattended while students are in room.
  - B. Never leave class with an unqualified person in charge.
  - C. Accompany your class wherever it is assigned and remain with it until supervision is assumed by another responsible person.
2. A teacher should not voluntarily assume responsibility for duties s/he cannot reasonably perform. Such assumption carries the same responsibility as in 1A (above).
  - A. Do not permit students to use equipment in the classroom which has not been approved by the Board of Education. (Some teachers or students bring their personal equipment which may be of a dangerous nature.)
  - B. Do not use machinery except for the instructional purpose it was intended.
3. A teacher must provide proper instruction in the safety matters presented in his/her assigned curriculum guides. Instruction must be documented in lesson plans and safety tests must be on file.
4. Each teacher must enforce the rules established by the superintendent for the regulations of student activity in high risk areas.
  - A. Do not permit students to work in a shop, kitchen, or laboratory other than at the regularly scheduled period, and then, only under qualified supervision and in accordance with the prescribed safety procedures.
  - B. Do not permit students or other persons not enrolled in Maplewood in shop classes or laboratory classes.
  - C. Never permit equipment to be operated in an unsafe manner.
  - D. Do not permit the use of dangerous equipment or tools.
  - E. Do not allow students who are especially prone to accidents to use dangerous equipment. (Some physical or mental conditions may make a student ineligible to use dangerous equipment or materials.)
  - F. Organize classroom materials and equipment to minimize danger.
  - G. Exercise good judgment when assigning student tasks in order to prevent bodily harm and damage to property.
  - H. The teacher shall require the use of eye protection and all other safety devices prescribed by law.
  - I. If a teacher feels that a student cannot safely operate the lab's equipment due to impaired coordination (Drowsiness, illness, medication side-effects, substance use/abuse, etc.), the student should not be permitted to operate any of the equipment and should be given a pass to see the nurse for an evaluative conference.
5. Pursuant to the Federal laws each teacher must report child abuse to Human Services (see

also Abuse section).

6. Teachers are not permitted to authorize students to leave school for any reason.
7. Teachers are not permitted to transport students in their own car.
8. Teachers should report all safety hazards to the Adult Ed. Director. Any safety hazard which might cause immediate harm to staff, students, or guests should be reported immediately to the Adult Education Director. Any other repair work should be addressed via the Equipment Request Form.
9. Hazing is not permitted. Teachers must immediately report all cases of hazing (or any case of possible or potential hazing) to the Adult Education Director.

The responsibility of the teacher concerning liability for student accidents or misbehavior applies also to school activities conducted after regular class hours.

### **Blood-borne Pathogens & Other Infectious Materials Information**

If exposed to blood-borne pathogens and other infectious materials, preliminary information to consider:

- Disposable gloves must be worn when it is likely that the employee may have contact with blood or other potentially infectious materials.
- Every staff member will be issued disposable gloves. If you do not have gloves or need additional gloves, contact your Director.
- Even though staff members are provided disposable gloves, the specific personnel to clean up all blood-borne body fluid spills are custodians.
- Employees who have been identified as having a risk of exposure to blood or other potentially infectious materials must complete Hepatitis B inoculation series, provide proof of previous vaccination, submit to antibody testing which shows sufficient immunity, or provide written verification of denial of vaccination on Form AG8453F2

### **POLICIES REGARDING HAND WASHING IN SCHOOLS**

Hand washing is a relatively simple habit, generally something that most people do without thinking. Yet, when done properly, hand washing is one of the best ways to avoid illnesses. This simple habit requires only soap and warm water or an alcohol-based hand sanitizer.

**Dangers of not washing your hands** – Despite the proven health benefits of hand washing, many people don't practice it as often as they should, especially in schools. Throughout the day, germs accumulate on your hands from a variety of sources, such as direct contact with other people, contaminated surfaces, food and animals. Without frequent hand washing, you can infect yourself with these germs by touching your eyes, nose or mouth. Germs can be spread by touching other people or touching common surfaces such as doorknobs.

Infectious diseases that are commonly spread through hand-to-hand contact include the common cold, flu and several gastrointestinal disorders, including infectious diarrhea. While most people recover quickly from a cold, the flu can be much more serious. Some people with the flu, particularly older adults and those with chronic medical problems, can develop pneumonia. In fact, the combination of the flu and pneumonia is the eighth-leading cause of death among Americans.

Inadequate hand hygiene also contributes to food-related illnesses, such as salmonella and E. coli infections. According to the Centers for Disease Control and Prevention (CDC), as many as 76 million Americans get a food-borne illness each year. Of these, about 5,000 die as a result of their illnesses, while others experience nausea, vomiting and diarrhea.

**Proper hand-washing techniques** – Good hand-washing techniques include washing with soap and water or using an alcohol-based hand sanitizer. Antimicrobial wipes or towelettes are just as effective as soap and water in cleaning your hands, but aren't as potent as alcohol-based sanitizers.

Antibacterial soaps have become increasingly popular in recent years. However, these soaps are no more effective at killing germs than regular soap. Using antibacterial soap may lead to the development of bacteria that are resistant to the products' antimicrobial agents, thus making it even harder to kill these germs in the future. In general, regular soap is effective. The combination of scrubbing your hands with soap, antibacterial or not, and rinsing them with water loosens and removes bacteria from your hands.

**Proper hand washing with soap and water** – For hand washing to be effective, these instructions should be followed when washing with soap and water:

- Wet your hands with warm, running water and apply liquid soap or use a clean bar soap and lather well.
- Rub your hands vigorously together for at least 15-20 seconds.
- Scrub all surfaces of your hands, including the backs, wrists, between your fingers and under your fingernails.
- Rinse well.
- Dry your hands with a lean or disposable towel.
- Use a towel to turn off the faucet.

**Proper use of an alcohol-based hand sanitizer** – Alcohol-based hand sanitizers, which don't require water, are an alternative to hand washing, particularly when soap and water aren't available. But not all hand sanitizers are created equal. Some "waterless" hand sanitizers don't contain alcohol. Use only those with an alcohol base. The CDC recommends choosing products that contain at least 60% alcohol.

To use an alcohol-based hand sanitizer:

- Apply about a half teaspoon of the product to the palm of your hand.
- Rub your hands together, covering all surfaces of your hands, until they are dry.
- If your hands are visibly dirty, wash with soap and water, rather than using a hand sanitizer.

**When to wash your hands?** – Although it is impossible to keep your hands germ-free, there are times when it is critical to wash your hands to limit the transfer of bacteria, viruses and other microbes.

Always wash your hands:

- after using the bathroom;
- before and after eating;
- after changing a diaper, including washing the diaper-wearer's hands too;

- after touching animals and their waste;
- before and after preparing food, especially before and immediately after handling raw meat, poultry or fish;
- after blowing your nose;
- after coughing or sneezing into your hands;
- before and after treating wounds or cuts;
- before and after touching a sick or injured person;
- after handling garbage;
- before inserting or removing contact lenses.

## **HAZARDOUS MATERIALS**

Maplewood Career Center's Hazardous Communications Program booklet is available in Public School Works.

### **Warnings**

Labels on materials with the words corrosive, explosive, flammable, reactive, and toxic need special care in handling. Follow these three simple rules when working with hazardous materials:

- Read labels and carefully follow label directions.
- Get additional information when in doubt.
- Ask your Director when questions arise about working with or handling hazardous materials.

### **Leaks and spills**

If a hazardous material should leak or spill, contact the Adult Education Director immediately so that personnel qualified to handle the emergency are contacted

If exposed to hazardous materials, some preliminary first aid tips to consider are:

- Chemicals in the eyes: Don't rub the eyes. Open the eye and flush for 15-20 minutes. Be careful not to contaminate the other eye.
- Chemicals on the skin: Flush the area with lukewarm water for five minutes. Remove clothing and jewelry from the burn area and seek further medical attention.
- Inhalation: If poisonous fumes are inhaled, get to fresh air and seek additional professional help.
- Ingestion: If poisonous materials are ingested, induce vomiting if instructed to do so by the instructions available in Public School Works.
- Clothing on fire: stop, drop, and roll. Cool burns with clean water. Never cover them with butter or grease.
- Chemical burns should receive prompt medical attention.

## **ACCIDENT REPORT**

Any employee incurring an injury/illness while on school property or while engaged in the performance of District duties shall report the incident to his/her director and complete all required documentation in a timely manner. Accident reports should be completed.

Please Note: Except in an emergency or initial visit, injured workers must visit a Bureau of Workers' Compensation certified-medical provider for treatment. Employees may call 1-800-OHIOBWC and press 4 to verify certification.

MAPLEWOOD CAREER CENTER  
INITIAL INJURY REPORT  
(STAFF ONLY)

NAME: \_\_\_\_\_ SOCIAL SECURITY NO. \_\_\_\_\_

DATE OF INJURY: \_\_\_\_\_ DATE REPORTED AND TO WHOM: \_\_\_\_\_

AGE: \_\_\_\_\_ SEX: \_\_\_\_\_ OCCUPATION: \_\_\_\_\_

WHERE DID INJURY OCCUR? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WHAT CAUSED INJURY? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WAS FIRST AID REQUIRED? \_\_\_\_\_

WAS HOSPITAL/DOCTOR TREATMENT REQUIRED? \_\_\_\_\_

WILL INJURY CAUSE LOSS OF TIME? \_\_\_\_\_ FOR HOW LONG? \_\_\_\_\_

WHEN IS EMPLOYEE EXPECTED TO RETURN TO WORK? \_\_\_\_\_

NAME OF PERSON GIVING INITIAL TREATMENT: \_\_\_\_\_

NAME(S) OF WITNESS(ES): \_\_\_\_\_

WHAT HAS BEEN DONE TO PREVENT A RECURRENCE? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DATE PREPARED: \_\_\_\_\_ BY WHOM: \_\_\_\_\_ TITLE: \_\_\_\_\_

SUPERVISOR'S APPRAISAL AND RECOMMENDATIONS:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DATE: \_\_\_\_\_ SUPERVISOR: \_\_\_\_\_

MAPLEWOOD CAREER CENTER  
STUDENT ACCIDENT REPORT

3270 BBF

NAME: \_\_\_\_\_ M / F DATE OF ACCIDENT \_\_\_\_\_

PROGRAM \_\_\_\_\_ JR / SR TIME OF ACCIDENT \_\_\_\_\_

TYPE OF INJURY \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

PLACE ACCIDENT OCCURRED \_\_\_\_\_

ACCOUNT OF ACCIDENT \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

EMERGENCY TREATMENT BY NURSE \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

ACTION TAKEN: Parents notified \_\_\_\_\_

Taken to hospital by \_\_\_\_\_

Taken to physician by \_\_\_\_\_

Taken to residence by \_\_\_\_\_

Returned to class \_\_\_\_\_

Tetanus record \_\_\_\_\_

INSTRUCTIONS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

FOLLOW UP REPORT \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Nurse's Signature Date

\_\_\_\_\_  
Instructor's Signature Date

c: Director  
Program Supervisor  
Instructor

Revised 12/3/07

## **WORKERS' COMPENSATION ACT**

Staff should be aware that an employee who tests positive or refuses to submit to chemical testing for alcohol or controlled substances (not prescribed by a treating physician) after a work-related injury faces a rebuttable presumption that the alcohol or controlled substance proximately caused the injury. The burden of proof will be on the employee to prove that the presence of alcohol or a controlled substance was not the proximate cause of the work-related injury, and failure to overcome this rebuttable presumption will disqualify the employee for compensation and benefits under the Workers' Compensation Act.

## **CERTIFICATE OF LIABILITY INSURANCE**

All adult off-site training locations, including clinical sites are to be pre-approved by the Adult Education Director and our insurance provider. It is the responsibility of the staff member providing training to confirm that the training/clinical sites are approved. Additional sites, not listed, may be added by contacting the Adult Education Director prior to providing training at the new site.

## **CRIME CONTROL ACT OF 1990**

The Crime Control Act of 1990 has created Gun-Free and Drug-Free School Zones. It is now a Federal offense to possess guns or drugs on the grounds or within 1,000 feet of any public, private, or parochial school. Penalties are imprisonment of up to five years, fine of up to \$250,000, or both.

## **CRIME STATISTICS & SECURITY REPORT**

Copies of this report are available in the Business Director's office.

## **FIRE DRILLS**

Section 12900 of the General Code of the State of Ohio requires the instruction and training of pupils by means of drills for rapid dismissal from the school building. The instructions that follow are to be considered as a guide to the teachers so that they may better inform those under their supervision. Every alarm should be considered as if a real danger existed. The regulations are the suggestions of the State Fire Marshall and are to be followed.

1. Any ring on the fire alarm system will be considered an actual drill.
2. Students should be taught to answer the fire alarm without direction from the teacher.
3. Keep lines moving after the pupils leave the building.
4. The first students out of any exit should open the doors and hold them open or fasten them open.
5. Students are to leave the room and the building without books or wraps.
6. The teacher or a pupil designee is to see that all windows are closed and lights turned off. When all are out of the room, the teacher will close the door and follow his/her group.
7. The Adult Education Director should check their labs, rooms, and restrooms.

8. Teachers should report to their designated areas with their students and immediately take attendance. The attendance sheet should then be turned into the secretary/custodian assigned to that area. The teacher in each location will report any missing students to the assigned administrator at that time.
9. The students are to proceed until all are away from the building. When students leave the building they are to remain on school property but remain in areas which will not impede the arrival of safety vehicles.
10. Talking and laughing should not be permitted while the drill is in progress so that needed instructions may be heard.
11. Return only when directed to do so by the school official in charge.
12. During an actual fire situation, teachers are to pull the alarm immediately, and then notify the office by calling extension 551010.
13. Other students should be assigned to help any student who may be permanently or temporarily handicapped (wheelchairs, crutches, casts, etc.).
14. In case of a blocked exit the teacher is to immediately give instructions to students for an alternate plan of exit.

### **Administrative/Secretarial Assignments for Fire Drills**

**North Lot**  
Administrative Assistant,  
Charlotte Werner

**Front of the Building**  
Michael G. Hinton

**South Lot**  
Laure Gauntner

**Back of the Building**

### **Teacher's Fire Drill Check Sheet**

1. I have instructed the students in each of my class regarding the correct route to follow during a fire drill.
2. I have taught my students to answer the fire alarm without direction.
3. My students have been taught to consider any ring of the fire alarm as an actual alarm.
4. My students can answer the following questions:
  - A. What is the duty of the first students out of the building?
  - B. True or False – Students should leave the building without books or wraps?
5. I have a student or students designated to see that all windows are closed in my classroom.
6. During the drills, I close the door and follow my group outside.
7. I always stay with my group during the entire fire drill.
8. I do not permit my students to return to the building until directed to do so by the official in charge.
9. I do not permit my students to talk or laugh during the fire drill.
10. I have assigned students to help those who may need help.

## **TORNADO WARNING**

The State Legislature has made it mandatory that all schools in Ohio conduct periodic drills. Our building is so constructed that protection in case of tornado is limited. However, the following guidelines are to be followed when a tornado warning is received.

1. Weather radio will be monitored at all times by the secretary to the director or on-duty adult education supervisor.
2. Upon receipt of a warning, a P.A. announcement will be made to all building occupants by the Director or Assistant Director.
3. Upon receiving a warning, students, staff and visitors should proceed quietly to the designated hallway area. Signs are posted in each room which state “Proceed to your designated area.”
4. Classes are to remain together with the teacher in charge. Occupants are not permitted to move from one area to another unless directed by the teacher or person in charge.
5. Occupants should avoid all non-designated corridors, entrance area, lobby, glass areas, windows, shops with large roof areas, multipurpose room, classrooms, cafeteria and kitchen area and the parking lots.
6. Occupants must remain quiet so that instructions can be heard over the P.A. system.
7. Most tornado deaths are attributed to head injuries. It is important that the head be protected. If a tornado is sighted, the command to “crouch” will be given by the administrator in charge. At this time everyone is to curl up in a ball as small as possible, face down, on knees with hands and arms around the head and neck. This provides the best protection.
8. The administrator in charge of the building is responsible for initiating the plan and calling it off.

### **Tornado Plan**

See your specific posted directions for your work area.

### **Building Maps**

Maps of the buildings are available in the Adult Workforce Development Office, Instructor Handbooks, Student Handbooks, and located in the hallways.

## **LOCKDOWN PROCEDURES**

Lock downs will begin with an announcement from an administrator.

- Doors should remain locked
- The door should not be opened, from the inside, for anyone.
- Students should be kept out of sight and away from the doors and windows
- Students should be kept quiet – noise will attract the intruders
- Lights and computer monitors should be turned off
- The red maple leaf card should be placed in the door window – the card indicates that people are in the room
- Regular operations will not proceed until an administrator makes a public address announcement

## **BOMB THREAT LOCKDOWN**

Make a **visual** scan of YOUR immediate area (classroom or lab). Do not touch or move anything. Do not open any doors other than exit doors. Listen to directions from administration regarding securing your room or evacuating the building. Notify administrative staff of suspicious items. If is determined to be a bomb threat, listen for the following announcement over the PA system: “Immediately report to the nearest classroom. Clear all hallways. Teachers, close and lock all doors. Please check your area for suspicious objects.”

## **TECHNOLOGY CONSENT AGREEMENT for the Adult Education Student**

As outlined in Board Policy and procedures on student rights and responsibilities, copies of which are available in the school offices, students shall not:

- Copy (without authorization), damage, or alter any hardware or software. Students shall not delete file (without authorization) or knowingly introduce a virus to any school program
- Use or alter another person's password, files, folders, directories, or documents
- Violate copyright laws
- Modify or tamper with computers and/or printer settings
- Use non-school software and diskettes until checked for viruses and approved for use by a network administrator
- Use third party email services
- Send via email or displaying offensive messages or pictures
- Use obscene language, harassing, insulting, or attacking others via email
- Damage computers, computer system, or computer networks
- Employ the network for commercial purposes
- Bypass network security and filters
- Download, install, and/or access games, movies, music, and software without permission
- Use chat rooms, instant messenger services (AOL, Yahoo, etc.) or Windows Chat
- Print internet pages without permission from instructors
- Use unapproved media, including compact discs, floppies, DVDs, and/or any other storage media

Violations may result in a loss of access as well as other disciplinary or legal action including but not limited to involuntary withdrawal from the program. The use of the network is a privilege, which may be revoked by the District at anytime and for any reason. The District reserves the right to remove files and limit or deny access.

In consideration for the privileges of using the District and/or network resources and in consideration for having access to the information contained on the network or by the network. I hereby release the District, network, and their operators, teachers, and administrators from any and all claims of any nature rising from my use, or inability to use the District and/or network resources.

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**I agree to abide** by such rules and regulations of system usage, as may be further added from time to time by the District. These rules will be available in hard copy from in the main office.

Print Student Name \_\_\_\_\_ Program \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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## **TECHNOLOGY GUIDELINES FOR THE ADULT EDUCATION STUDENT (continued)**

Computer use at Maplewood Career Center is encouraged and made available to students for educational purposes. Access to the internet enables students to explore thousands of libraries, databases, and bulletin boards, while exchanging messages with people throughout the world. Access to the internet, because it serves as a gateway to any publicly available, file server in the world will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

The Board has implemented technology protection measures which block/filter internet access to visual displays that are obscene, child pornography, or harmful to minors.

In order for Maplewood Career Center to be able to continue to make its computer network and internet access available, all students must take responsibility for the appropriate and lawful use of this access. Students must observe the following guidelines. It is presumed that users will comply with District standards and will honor the agreements they have signed. Failure to do so will result in negative consequences and may result in the loss of use of computer technology.

### **Equipment & Software**

1. The school retains the ownership of all hardware and software. The school reserves the right to inspect, copy, and/or delete all files and records created, stored, or used on school owned computers. The school also reserves the right to inspect any file on a student's personal lap top should the student bring it onto school grounds. Users should not expect that files stored or email on District servers would always be private.
2. District resources are intended for the exclusive use of their registered users. Use of an account by someone other than the registered user is forbidden and may be grounds for loss of access. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege a- not a right. Access entails responsibility.
3. No student will establish or attempt to establish computer contact into a school districts restricted computer network or any other unauthorized database.

### **District Internet and Email Rules**

1. Use of all telecommunications is restricted to school related projects and must be supervised by the teacher or network administrator. Internet users must complete a Technology Consent Agreement, which must be approved before using the Internet. Students violating the Agreement may forfeit the privilege to access the Internet
2. Students who inadvertently visit an unassigned/unauthorized website must immediately report the incident to an instructor. Failure to report an unassigned/unauthorized website visit may be considered a violation of the Internet Agreement

# INFORMATION SECURITY AND PROCEDURES

## STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

To access e-mail and/or the Internet at school, staff members must sign and return this form.

**Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for business and education purposes only. Unauthorized or inappropriate use will result in a cancellation of this privilege.**

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board also monitors online activity of staff members in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The Superintendent or Technology Director may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Staff members accessing the Internet through the Board's computers/network assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board reserves the right to monitor, review, and inspect any directories, files, and/or messages residing on or sent using the Board's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

To the extent that propriety rights in the design of a web site hosted on the Board's servers would vest in a staff member upon creation, the staff member agrees to license the use of the web site by the Board without further compensation.

### **Please complete the following information:**

Staff Member's Full Name (please print): \_\_\_\_\_

Program: Adult Education Class: \_\_\_\_\_

I have read and agree to abide by the Staff Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy is inappropriate and may constitute a criminal offense. As a user of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions, and guidelines.

Staff Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The Superintendent is responsible for determining what is unauthorized or inappropriate use. The Superintendent may deny, revoke, or suspend access to the Network/Internet to individuals who violate the Board's Staff Network and Internet Acceptable Use and Safety Policy and Guidelines and take such other disciplinary action as it is appropriate pursuant to the applicable collective bargaining agreement and/or Board Policy.

## **D. Operational Procedures**

### **USE OF FACILITY PROCEDURES**

It may become necessary for an employee to schedule a class or activity in a specific area of the building other than the usual classroom or lab. Please allow as much time as possible to allow other arrangements if your first choice is unavailable.

### **SCHOOL COPYING MACHINE**

The copying machine is intended to aid administrative, instructional, and office personnel as they perform tasks within their respective areas. If used wisely, the copying machine can accomplish this purpose. At the same time, it is essential that the procedures for operating the machine be adhered to. Procedures for teacher's request for copies:

1. Administrative assistants will make copies for staff members. We encourage instructors to reduce the copy and/or utilize both sides of the paper when it is more efficient and economical to do so.
2. Staff should e-mail or request copies be made at least 2 days prior.
3. Copies for personal use are not permitted.
4. All staff members will comply with copyright laws.
5. Copy machines are available to staff in the Resource Center.

### **Copyright Compliance 408 BP-AP**

In 1976, Federal copyright law made it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties are provided for unauthorized copying or using audio, visual, or printed materials, unless the copying or using conforms to the "Fair Use" doctrine.

Fair use is defined around four general criteria:

1. The purpose and character of the use, including whether it is of a commercial nature or is for nonprofit educational purposes.
2. The nature of the copyrighted work.
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for or value of the copyrighted work.

While Maplewood Career Center encourages its staff to enrich the learning programs by making proper use of the supplementary materials, it is the responsibility of District personnel to abide by the District's copy procedures and obey the requirements of the law. Under no circumstances shall it be necessary for employees of the District to violate copyright requirements in order to perform their duties properly. Therefore, the District cannot be responsible for any violations of the copyright law by its employees.

An employee of the District who is uncertain as to whether reproducing or using copyrighted material complies with the District's procedures or is permissible under the law, should contact the superintendent, who will confer with the District's legal counsel, if necessary, before

answering such queries. Sample authorization forms for obtaining permission to copy or use protected materials also may be obtained by the Superintendent's Office.

## **CUSTODIAL MAINTENANCE SERVICE**

All requests for custodial service should be taken to the Adult Education Director in writing by using the "SERVICE, REPAIR, EQUIPMENT & SUPPLIES REQUEST" form. The form should be filled out completely so that the necessary work can be done. Any request for emergency service should be brought immediately to the administrative office. It is very helpful to our custodial staff if requests for service are made as far in advance as possible of the date of necessary completion of the work.

## **COMPUTER REPAIR REQUEST FORMS**

If you experience problems with computers or smart boards, please complete a Computer Request Form (located in the mail room slot 29) and inform the Adult Director of the problems that you are experiencing. It may be necessary to move your class to a different classroom or Computer Lab until the issue can be fixed. Jennifer Milnes, the Technology Coordinator can be reached during the day at 330.296.2892 Extension 551040 or e-mail [milnesje@mwood.cc](mailto:milnesje@mwood.cc) if you need additional assistance.

## **MOTOR VEHICLES AND PARKING**

1. Staff and students shall observe all state and local traffic laws when entering or leaving school property and all school traffic rules and regulations while on school property.
2. Staff members may park in the designated staff lot in the front of the building.
3. Students will park their vehicles in the north and south parking lots.
4. Visitor parking is reserved in the front of the building and specified areas in the north or south parking lot.
5. No-one except visitors, Board members, and administrators should park in the Administrator's lot, which is directly in front of the I, J, & K entrance doors.

## **E. Activities**

### **ACTIVITY PROCEDURE**

1. School activities must be scheduled and placed upon the school calendar following approval by the Director and sponsor of the activity. Teachers may do this by completing the "INTERNAL USE OF FACILITY" form and submitting the request to the Adult Director.
2. The teacher/sponsor of the organization is responsible for arranging clean-up procedures; the facility should be left as it was prior to the activity. The clean-up procedure should be completed by the end of the day following the event.
3. If a staff member is sponsoring a meeting affiliated with their own business or for their personal use, then a Use of School Facilities Request Form must be completed and they will be charged for the use of the facility.

### **Activities Away From School**

Each year finds an increasing number of educationally related activities occurring away from the actual school site. Although these are desirable and worthwhile activities, we need to be aware

that we are still responsible for the safety and well being of students. For the protection of the students and teachers involved, the following procedures shall be used:

1. All activities away from school shall have the approval of the Adult Education Director. The Director has the right to cancel the activity.
2. All activities away from the building shall be scheduled by submitting a memo to the Adult Education Director two weeks prior, stating where the class will be going, and the educational training taking place.
3. All activities away from school shall be adequately supervised by the instructor
4. Every effort shall be made to foresee dangers to students, and to take necessary precautions to avoid these concerns.
5. Appropriate safety rules and precautions shall be followed.
6. Training agreements must be in place between Maplewood Career Center Adult Education, and facility being visited.
7. Adult students are responsible for providing their own transportation to and from the location.

### **Transportation By Private Vehicles**

Adult Education staff and instructors should not transport students in their personal vehicles.

## **F. Staff Information**

### **BOARD POLICY/NEGOTIATED AGREEMENT**

Approved Board policies and guidelines are available at the NEOLA website:

<http://neola.com/maplewood>. or in the Superintendent's Office.

The Negotiated Agreement can be found on the District Share Drive.

### **STAFF DRESS AND GROOMING**

Professional staff members set an example in dress and grooming for their students to follow. A professional staff member who understands this precept and adheres to it enlarges the importance of his/her task, presents an image of dignity, and encourages respect for authority. These factors act in a positive manner towards the maintenance of discipline.

The Board retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process. All professional staff members shall, when assigned to District duty:

- A. be physically clean, neat, and well groomed;
- B. dress in a manner reflecting their professional assignment and the nature of the instructional activity;
- C. dress in a manner that does not cause damage to District property;
- D. be groomed in such a way that their hair style or dress does not disrupt the educational process nor cause a health or safety hazard.

Professional dress for women will include a dress, skirt and blouse, slacks and blouse, or suit, or professional ensemble. Items that are not considered professional are jeans/denim, shorts, tennis shoes, any clothing that is too tight and/or revealing, clothing that has written words representing messages that are not appropriate for a public school. Any exception to this description needs to be approved by the director.

Professional dress for men will include slacks, shirt, tie, and jacket. Tennis shoes, jeans, tee shirts, and clothing that have written words representing messages that are not appropriate for school are not professional dress.

If a teacher thinks that an exception to this policy would enable him/her to carry out assigned duties effectively, a request shall be made to the Adult Director.

## **PROFESSIONAL DECORUM/BEHAVIOR**

The attitude of one teacher toward another teacher, or a teacher toward a student determines much of the success or failure of that teacher. A teacher must maintain a certain degree of dignity beyond which no pupil should be permitted to go. Do not discuss other teachers with students, and if there is a dispute with another staff member, please consult the Adult Education Director. Remember to never jeopardize your professional integrity by using inappropriate language or exhibiting inappropriate behavior toward a student, or other staff member.

## **TEACHER EVALUATION**

An evaluation process should be undertaken with one goal in mind – professional and personal improvement. Evaluation provides us with an opportunity to observe and analyze teaching materials and methods with the intent to diminish weaknesses and build upon strengths. Therefore, in accordance with procedures agreed upon, all teachers may undergo formal evaluation.

Teachers should familiarize themselves with the evaluation. Staff shall also be provided with a copy of the anonymous student survey conducted at the conclusion of the course.

ADULT WORKFORCE DEVELOPMENT TEACHER/COORDINATOR  
PERFORMANCE EVALUATION

**Maplewood Adult Education Adult Instructor Effectiveness Record Form**

**Observation – Overview**

Evaluation is a continuous process. The evaluation process includes formal and informal observations of classrooms/laboratories and observation of teacher/coordinator in other related activities during the school day. The process is broader than a single observation or evaluation conference. It is an ongoing process and intended to promote the improvement of instruction. The evaluation process may include all administrative staff.

Any item placed in the teacher's/coordinator's permanent file after employment and related to the evaluation process shall be discussed between the teacher/coordinator and the evaluator and shall be signed by the teacher/coordinator to signify his/her notification that the item will be placed in his/her personnel file. Signature does not imply agreement, merely that the teacher/coordinator has seen the evaluation. The teacher/coordinator shall also be given the opportunity to write a rebuttal.

Materials placed in the file before employment (such as outside references, college credential, credentials, etc.) are not open for inspection.

**Evaluation Guidelines**

- A. Classroom and laboratory observations can be announced or unannounced. Observations are one component of the evaluation process. Observations include observing the delivery of instruction in a classroom/lab and/or observing teacher/coordinator in the performance of their duties.
- B. A conference shall be scheduled following all formal classroom and laboratory observations that are conducted as a component of the evaluation process
- C. The Adult Workforce Development Evaluation Observation Form shall be used to record administrative comments related to the observation.
- D. Teachers/coordinators shall be evaluated each year.

**Procedures**

Adult Director explains the performance evaluation procedure and the Board policy to the teacher/coordinator.-September (at Opening Staff Meeting)

Director and teacher/coordinator for Career Development programs shall develop short- and long-range teacher/coordinator objectives. Conference held, form signed, and submitted to the Superintendent for review. (Objectives may be added at any time during the year.)

Director conducts initial evaluation that shall include an announced and/or unannounced classroom and laboratory observations.

The director shall schedule a conference to discuss his/her observations; progress made on objectives identifying specific recommendations for improvement; and, identify assistance to the teacher/coordinator available toward completion of objectives.

This procedure meets the minimum requirements. Additional observations and conferences may be held at the request of the director. All forms are routed through the Director's office to the Superintendent.

The instructor understands and agrees that the contract issued is only for the period indicated and it expires automatically on June 30 of the contract period. The teacher further understands and agrees that this contract in no way obligates Maplewood Career Center to rehire or re-employ him/her in any position in the future. Acceptance of a contract by the teacher constitutes notice to him/her that the Board of Education does not intend to re-employ him/her upon expiration of the contract. Further, the teacher waives any rights he/she may have under O.R.C. 3319.11 to receive notice of non-renewal by April 30 of the school in which the contract expires.

## **PUBLIC RECORDS-POLICY 8310**

The Board supports the right of the people to know about the programs and services of their schools and makes efforts to disseminate appropriate information. Each Director is authorized and expected to keep the school's community informed about the school's programs and activities. The release of information of District wide interest is coordinated by the Superintendent.

Business of the Board is discussed and decisions are made at public meetings of the Board, except such matters required to be discussed in private executive sessions.

The official minutes of the Board, its written policies, its financial records and all other public records are open for inspection in the central office during the hours when the administrative offices are open.

Each Board member attends public records training every term for which he/she is elected to public office. The Board may designate one or more persons to attend public records training on its behalf. If so decided, the Board designates a designee every two years. If a new Board member is appointed to office, the Board designates one or more persons as the District designee or requires the newly appointed Board member to attend public records training.

All records responsive to the request are made available within a reasonable period of time. The District makes the requester aware of any information that is exempt from disclosure requirements by notifying the requester of any redacted information or by making redactions in a plainly visible manner. If a public records request is denied, the District provides an explanation with legal authority for the denial of the request. This explanation is provided in writing if the request is made in writing or if the Superintendent/designee determines written explanation is necessary.

The District may ask that the requester's identity and reason the information is sought be in writing. The District first informs the requester that such disclosure is not mandatory, unless the request is for student directory information. The District also informs the requester that providing such information in writing enhances the district's ability to identify, locate or deliver the records sought. The District also may ask that the request be put in writing, but notifies the requester that it is not mandatory to do so.

Any individual who wants to obtain or inspect a copy of a public record may request to have the record duplicated on paper, on the same medium on which the record is kept or on any other medium that the Superintendent/designee determines reasonable. If the request is ambiguous or overly broad, the District informs the requester of the manner in which records are maintained and accessed in the ordinary course of business and allows the requester to revise the request.

Records pertaining to individual students and other confidential materials are not released for inspection. Only that information deemed "directory information" may be released from an individual student's file, and only after complying with the regulations prepared by the administration for the release of such information. Student directory information is not released when parents have affirmatively withdrawn their consent to release in writing. Student records that consist of "personally identifiable information" generally are exempt from disclosure.

The Superintendent/designee transmits the information sought by mail or by any other means of delivery requested, if the method is reasonably available. The number of mail requests sent to any one person is limited to 10 a month unless the person certifies in writing that the records, or the information in them, will not be used for commercial purposes.

A fee may be charged for copies and/or delivery. The District may require the fee charged for copies and/or delivery be paid in advance.

The Board's public records policy is posted in a conspicuous location in the central office and in all other District buildings and employee handbooks provided by the District. The policy is distributed directly to the records custodian and receipt of the policy by the custodian is acknowledged. A copy of the records retention schedule will be maintained and readily available to the public in the central office.

R.C. 9.01, 102.03(B), 121.22, 149.41, 149.43, 1347 et seq., 3313.26

R.C. 3315.07(B), 3319.32, 3319.321

Family Educational Rights and Privacy Act, 20 U.S.C. 1232g

A.C. 3301-35-03, 3301-35-04

Revised 1/2/01

Revised 9/19/07

### **TUITION DISCOUNT FOR WORKFORCE DEVELOPMENT PROGRAMMING**

The tuition for adult classes will be waived for full-time or regular part-time employees and their immediate family members\*, if the class they enroll is 72 hours or less.

The tuition for adult classes will only be waived or reduced for full-time or regular part-time employees and their immediate family members\*, if space is available in the class.

The full-time or regular part-time employees and their immediate family members\* who received tuition discounts for an adult class must pay all fees, tools, books, and supplies.

\*"Immediate family members" includes dependent children who are at least 18 years old (not in secondary programming), spouse, and/or parents.

## **PROFESSIONAL MEETING OR VISITATION PROCEDURES**

The Board requires reasonable participation by the Board members and school personnel of the District in meetings, seminars, and visitations, which will prove to be beneficial both to the individual and the District.

Attendance at all meetings, whether local, area, state, or national, must be approved by the Director and Superintendent in advance. Approval for professional visitations will be based on factors such as potential benefits, expense, number and type of request, state of the budget, accumulative time off the job, and related matter.

When a meeting or visitation has been approved, reasonable reimbursement will be granted for transportation, meals, lodging, and registration.

The first step in such a request is the completion of the "Request for Professional Meeting or Visitation" form. This form should be submitted along with the appropriate requisitions (or purchase order) form. Hotel charges may be covered by direct requisition to the hotel or reimbursed to the employee.

It is very important that you include all expenses that you intend to incur on this form. Save detailed receipts for all expenses for which you intend to receive reimbursement. Itemized receipts will be required, detailing the purchases and not just the final price. Items not reimbursed include gratuity, tax, alcoholic beverages and tobacco products.

If your request is approved, you will receive a signed copy for your records.

When you return from the meeting/visitations for which this form was approved a "Professional Meeting or Visitation Expense Statement" form must be completed and receipts attached. This must occur in a timely manner.

The completed form, along with receipts, is submitted to your director. The following approximate guidelines will be used:

|             |                      |             |
|-------------|----------------------|-------------|
| Local Area: | <b>Total per Day</b> | <b>\$50</b> |
| Major City: | <b>Total per Day</b> | <b>\$60</b> |

**A maximum for any one meal will be \$30. The district will no longer reimburse the expense of tax for lodging. Staff members should request a tax exempt form from the treasurer's office and present it to the vendor upon check-in.**

Mileage reimbursement for 2012-2013 = \$.55 per mile.

## **PAYROLL PROCEDURES**

Adult Education instructors are paid at the conclusion of the program, except for Long Term training programs such as Welding Technologies and EMT – Basic which are paid bi-weekly.

Staff is paid by direct deposit into a checking or savings account at an institution which is part of the Federal Reserve Banking System. Each pay shall reflect all the time worked through the Monday preceding the pay due date.

Payroll Due Date/Payroll Date

| <b>Payroll Due Date</b> | <b>Payroll Date</b> |
|-------------------------|---------------------|
| 8/28/2012               | 9/7/2012            |
| 9/11/2012               | 9/21/2012           |
| 9/25/2012               | 10/5/2012           |
| 10/9/2012               | 10/19/2012          |
| 10/23/2012              | 11/2/2012           |
| 11/6/2012               | 11/16/2012          |
| 11/20/2012              | 11/30/2012          |
| 12/4/2012               | 12/14/2012          |
| 12/18/2012              | 12/28/2012          |
| 1/2/2013                | 1/11/2013           |
| 1/15/2013               | 1/25/2013           |
| 1/29/2013               | 2/8/2013            |
| 2/12/2013               | 2/22/2013           |
| 2/26/2013               | 3/8/2013            |
| 3/12/2013               | 3/22/2013           |
| 3/26/2013               | 4/5/2013            |
| 4/9/2013                | 4/19/2013           |
| 4/23/2013               | 5/3/2013            |
| 5/7/2013                | 5/17/2013           |
| 5/21/2013               | 5/31/2013           |
| 6/4/2013                | 6/14/2013           |
| 6/18/2013               | 6/28/2013           |
| 7/2/2013                | 7/12/2013           |
| 7/16/2013               | 7/26/2013           |
| 7/30/2013               | 8/9/2013            |
| 8/13/2013               | 8/23/2013           |

## **MONTHLY TRAVEL REPORT PROCEDURES for ADULT EDUCATION COORDINATORS**

All Adult Education Coordinators must submit a monthly report of their monthly activities, to the Adult Education Director, along with their monthly mileage. The report must be submitted in the AWE Data Reporting Format.

## **REQUISITIONING PROCEDURES**

Staff ordering supplies, equipment, or purchased services should complete the "Requisition Form".

When completing this form it is important to include the vendor information (and be sure to get full name of contact). Also, please use a current catalog so that correct prices are used. Estimate shipping and handling costs unless you have a written quote from the vendor with the exact shipping and handling included. Please be sure to complete all areas of the form, including a complete description of the item(s) being purchased, the program, and the instructor. (For equipment include program name and instructor(s) name.)

When the above procedures are complete, submit the requisition to the Adult Education Director who will then review the purchase request. If the request is approved, the form will be forwarded to the building secretary for requisition data entry. Each day, the Superintendent and Treasurer approve requisitions and the Accounting Associate (treasurer's office) prints and distributes purchase orders. The purchase order is then forwarded to the "ship to" address secretary. You must have a Purchase Order number before ordering. Purchases cannot exceed balance of original purchase order. It is the staff member's responsibility to check balances of purchase orders before ordering.

**Based on the purchase order number assigned and the date on the purchase order, services and supplies may be ordered.**

**Purchases or orders made by a staff member that do not follow the above procedures; will be the financial responsibility of the staff member.**

## **VISUAL AIDS**

Maplewood Career Center has audiovisual equipment available to be checked out and used in your classroom. We ask that you reserve the equipment as soon as you determine your needs. Contact the Adult Education office so that the equipment can be placed in your classroom, prior to your class. Return audio-visual equipment to the Adult Education Office at the conclusion of your class.

## **DRUG PREVENTION**

### **Drug-Free Workforce**

The Board of Education believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting, which meets the requirements, set forth in the Drug-Free Workplace Act of 1988 and is not tainted by the use or evidence of use of any controlled substance.

In accordance with Federal law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by employees on school grounds, in school or school-approved vehicles, or at any school-related event. Drugs include any alcoholic beverage, anabolic steroid, dangerous controlled substance as defined by State statute or substance that could be considered a "look-a-like" controlled substance. Compliance with this policy is mandatory for all staff members. Any part-time or full-time employee who violates this policy will be subject to disciplinary action, in accordance with due process, up to and including termination. When appropriate or required by law, the District will also notify law enforcement officials.

The District is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which s/he receives help through programs and services available in the community. Students should contact the Adult Workforce Development Director or counseling office whenever such help is needed.

### **State Smoking Ban**

Smoking by adults, including all employees and AWD students, is not permitted on school property. Smoking on the sidewalk, etc. is not permitted. Smoking in District-owned vehicles is also prohibited. It is recommended that employees and students leave the grounds to smoke during their break time. No Smoking signs that meet State regulations are posted at each entrance.

## **ANTI-HARASSMENT PROCEDURES**

### STAFF

#### SEXUAL/RACIAL HARASSMENT: HARASSMENT BY SCHOOL EMPLOYEES, STUDENTS OR OTHER PERSONS ASSOCIATED WITH THE DISTRICT.

(Regardless to race, color, national origin, sex, and disability)

Conduct constituting harassment may take different forms, including but not limited to the following inappropriate behaviors:

### **Sexual Harassment**

#### **A. Verbal:**

The making of written or verbal sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, or threats to or by a fellow staff member, or other person associated with the District, or by third parties.

#### **B. Non-Verbal:**

Causing the placement of sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to or by a fellow staff member, or other person associated with the District, or by third parties.

#### **C. Physical Contact:**

Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, brushing the body, or coerced sexual activity to or by a fellow staff member, or other persons associated with the District, or by third parties.

## **Race, Color, National Origin, And Disability Harassment**

### **A. Verbal:**

Written or verbal innuendoes, slurs, comments, jokes, insults, threats, or disparaging remarks concerning a person's race, color, national origin, sex/gender, disability, religious beliefs, etc., to or by a fellow staff member, or other persons associated with the District, or by third parties.

### **B. Non-Verbal:**

Placing objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures to or by a fellow staff member, or other person associated with the District, or by third parties.

### **C. Physical:**

Any intimidating or disparaging action such as hitting, hissing, cussing, spitting, hazing, bullying on or by a fellow staff member, or other person associated with the District, or by third parties.

Any staff member who believes that s/he is the victim of any of the above actions or has observed such actions taken by another staff member, or other persons associated with the District, or by third parties should promptly take action.

It is recommended that an attempt be made to resolve the alleged discrimination or harassment complaint informally at the Director level within five (5) days of the date the incident occurred. However, if the alleged discrimination/harassment complaint cannot be resolved informally, then a formal discrimination/harassment complaint shall be made to the Director.

The formal written complaint will include the date, time, a description of the incident, and the name of the person or person involved. A copy of the formal discrimination/harassment complaint must be forwarded to the District Title IX/504 Coordinator, Mr. Russell McKenzie

Each complaint received by the Director as mentioned above, shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as required by law or is in the contact of a legal administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

- A. Protect the confidentiality of the staff member who files a complaint;
- B. Encourage the reporting of any incidents of sexual, racial, or other forms of harassment;
- C. Protect the reputation of any party wrongfully charged with harassment.

Investigation of a complaint will normally include conferring with the parties involved and any named or apparent witnesses. All staff members and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate remedial and/or disciplinary action will be taken immediately to prevent the continuance of the harassment or its

recurrence.

The District recognizes that determining whether a particular action or incident is harassment or, conversely, is reflective of an action without a discriminatory or intimidating intent or effect must be based on all of the facts in the matter. Given the nature of harassing behavior, the District recognizes that false accusations can have serious effects on innocent individuals. Therefore, all staff members are expected to act responsibly, honestly, and with the utmost candor whenever they present harassment allegations or charges against fellow staff members or others associated with the District.

## **TITLE IX AND SECTION 504 GRIEVANCE PROCEDURE**

### **Alleged Discrimination and Harassment Grievance Procedure**

#### **Preamble**

In accordance with the U.S. Department of Education and the Ohio Department of Education, Office for Civil Rights (OCR) guidelines, any student, support staff, teachers, counselors or administrators who believe that Maplewood Career Center or any school official has inadequately applied the principles and/or regulations of Title VI of the Civil Rights Act of 1964, (race, color, natural origin,) Title IX of the Education Amendment Act of 1972 (gender), Section 504 of the Rehabilitation Act of 1973 (disability) or the Age Discrimination Act of 1975, as amended, 29, U.S.C. etc. Seq., which prohibits discrimination on the basis of age in educational programs receiving financial assistance, may file a complaint which shall be referred to as a formal discrimination/harassment complaint.

It is recommended that the grievant attempt to resolve the alleged discrimination or harassment complaint informally at the Director level within five (5) days of the date the incident occurred. However, if the alleged discrimination/harassment complaint cannot be resolved informally, the following procedure shall be followed:

### **PROCEDURE**

#### **Step 1**

An alleged formal discrimination/harassment complaint shall be made to the Director within ten (10) working days of the date the incident occurred. A formal conference will be arranged to discuss the alleged discrimination/harassment and determine a reasonable solution. Nevertheless, a copy of the discrimination/harassment complaint must be forwarded to Mr. Russell McKenzie, District Title IX/504 Coordinator.

- a. The written complaint will include the date, time, a description of the incident, and the name of the person or persons involved.
- b. Within three (3) working days of the written complaint, the Director will request a meeting with the person or persons allegedly involved in the discrimination/harassment of the complainant to inform them about the filing of the complaint. The person against whom the discrimination/harassment complaint has been filed will have seven (7) working days to submit a written response to the complaint.
- c. Upon receipt of the response, the Director will review the reports, conduct any further inquiry as necessary, and issue a written decision to all parties involved within ten (10) working days.

## **Step 2**

If the issue is not resolved at Step 1, the decision may be appealed to the Title IX or 504 Coordinator, within five (5) working days. A conference/investigation will be held with involved personnel in the alleged act of discrimination/harassment. (Both of these titles include Title VI.)

### **504 Coordinator & Title IX Coordinator**

Michael Lenzo  
Director of Business Affairs  
7075 State Route 88  
Ravenna, OH 44266  
330.296.2892 ext. 551003

## **Step 3**

If the issue is not resolved at Step 2, the decision may be appealed in writing to the District's Superintendent within five (5) working days.

- a. The request will contain a concise statement of the incident that resulted in the complaint.
- b. The Superintendent will schedule a hearing within five (5) working days after receiving the written request.
- c. After the hearing has taken place, the Superintendent will issue a written decision within five (5) working days. A copy of the decision will be sent to all parties involved.

## **Step 4**

If the issue is not resolved in Step 3, the decision may be appealed in writing to the District's Board of Education within ten (10) working days.

- a. The appeal will be placed on the agenda for the next regular meeting of the Board. The appeal may be heard in either open or closed session at the request of the employee.
- b. The employee submitting the appeal shall be entitled to representation if desired. Such action shall be based upon information presented orally and in writing by the appellant and any other information provided by the Director, the District's Title IX/504 Coordinator, and/or Superintendent.
- c. Copies of the final disposition shall be sent to the employee who submitted the appeal, the Superintendent, Director, and the District's Title IX/504 Coordinator.

## **Step 5**

If the alleged issue is not resolved at Step 4, the decision, at any time during the process may be forwarded to the:

Ohio Civil Rights Commission  
1111 East Broad Street, Suite 301  
Columbus OH 43295-1379  
614/466-2785

### **TITLE IX/SECTION 504 COORDINATOR**

Michael Lenzo, Director of Business Affairs  
Maplewood Career Center  
7075 State Route 88  
Ravenna, OH 44266

## **TEACHER ABSENCE REPORTING**

Staff will report all absences (sick, professional, and emergency) to the Adult Education Director, Jo Mihnovets' cell phone: 330.618.9223

Unscheduled absence and tardiness are a great concern because they inhibit our ability to serve our student and staff and can adversely affect the workload of others in the organization.

## **CONCEAL/CARRY POLICY**

The Ohio Revised Code states that no person shall carry a dangerous weapon concealed on or about his person. With respect to the conceal/carry bill, unless otherwise authorized by law, pursuant to Ohio Revised Code section 2923.122, no person shall knowingly possess, have under the person's control, convey, or attempt to convey a deadly weapon or dangerous ordnance into a school safety zone.

## **SICK LEAVE**

The Board of Education considers a well-administered program of sick leave to be essential to the welfare of all full-time and regular part-time employees (Adult Education Secretaries only).

Sick leave shall be granted as prescribed by Section 3319.141 of the Ohio Revised Code, maximum number of days that can be accumulated shall be 260 days for all employees. Application will be made in accordance with the procedure established by the administration.

It is the responsibility of a new employee transferring sick leave to the District as provided in Section 3319.141 of the Ohio Revised Code to have a certified record of unused sick leave filed with the Treasurer with 90 days of employment or such sick leave shall not be credited.

Sick leave with pay may be used for the following purposes and must have the approval of the Superintendent:

- For absence of the employee due to illness, pregnancy, injury, or exposure to contagious diseases that could be communicated to other staff members or school children. If an injury was incurred while performing assigned duties in the course of employment, an accident

report must be completed.

- For absence of the employee due to illness of someone in the employee's immediate family. Illness in the employee's immediate family for this purpose is defined to mean a member of the immediate family of the employee as well as the employee's parents, brothers, and sisters.
- For absence of the employee due to the illness of a permanent, lone resident at the home of said employee.
- For absence due to death in the immediate family of an employee. Immediate family of a employee for the purpose of this paragraph is defined to mean the death of the father, mother, brother, sister, son, daughter, husband, wife, grandmother, grandfather, father-in-law, mother-in-law, brother-in-law, sister-in-law, or other relative of the employee as approved by the Superintendent. This shall not exceed five (5) working days. The exact number of days shall be determined by the family relationship and the circumstances surrounding the death.

New staff members shall be credited with five (5) days of sick leave in advance, which will be charged against the 15 days that can be accumulated for the year.

Each Adult Education Secretary shall receive monthly statements of the total number of sick leave days accumulated.

Absence of a full-time employee shall be calculated on the following basis:

- Two (2) hours or less equals one-fourth (1/4) of a day's absence.
- Two (2) hours to four (4) hours equals one-half (1/2) of a day's absence.
- Four (4) hours to six (6) hours equals three-fourths (3/4) of a day's absence.
- Six (6) hours or more equals a full day's absence.

# Maplewood Career Center

## Adult Education 2011-2012 School Calendar

| July-11 |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| S       | M  | T  | W  | T  | F  | S  |
|         |    |    |    |    | 1  | 2  |
| 3       | 4  | 5  | 6  | 7  | 8  | 9  |
| 10      | 11 | 12 | 13 | 14 | 15 | 16 |
| 17      | 18 | 19 | 20 | 21 | 22 | 23 |
| 24      | 25 | 26 | 27 | 28 | 29 | 30 |
| 31      |    |    |    |    |    |    |

| August-11 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |
|           |    | 1  | 2  | 3  | 4  | 5  |
| 7         | 8  | 9  | 10 | 11 | 12 | 13 |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |
| 28        | 29 | 30 | 31 |    |    |    |

| September-11 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | T  | F  | S  |
|              |    |    |    |    | 1  | 2  |
| 4            | 5  | 6  | 7  | 8  | 9  | 10 |
| 11           | 12 | 13 | 14 | 15 | 16 | 17 |
| 18           | 19 | 20 | 21 | 22 | 23 | 24 |
| 25           | 26 | 27 | 28 | 29 | 30 |    |

| October-11 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | T  | F  | S  |
|            |    |    |    |    |    | 1  |
| 2          | 3  | 4  | 5  | 6  | 7  | 8  |
| 9          | 10 | 11 | 12 | 13 | 14 | 15 |
| 16         | 17 | 18 | 19 | 20 | 21 | 22 |
| 23         | 24 | 25 | 26 | 27 | 28 | 29 |
| 30         | 31 |    |    |    |    |    |

| November-11 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | T  | F  | S  |
|             |    |    | 1  | 2  | 3  | 4  |
| 6           | 7  | 8  | 9  | 10 | 11 | 12 |
| 13          | 14 | 15 | 16 | 17 | 18 | 19 |
| 20          | 21 | 22 | 23 | 24 | 25 | 26 |
| 27          | 28 | 29 | 30 |    |    |    |

| December-11 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | T  | F  | S  |
|             |    |    |    |    | 1  | 2  |
| 4           | 5  | 6  | 7  | 8  | 9  | 10 |
| 11          | 12 | 13 | 14 | 15 | 16 | 17 |
| 18          | 19 | 20 | 21 | 22 | 23 | 24 |
| 25          | 26 | 27 | 28 | 29 | 30 | 31 |

**July**  
4 - Independence Day - School Closed

**August**  
25 - No Adult Ed Classes; Office Open

**September**  
5 - Labor Day - School Closed

**October**  
12 - No Adult Ed Classes; Office Open  
17 - No Adult Ed Classes; Office Open

**November**  
18 & 19 - Christmas in the Woods  
Craft Fair: No Adult Ed Classes  
23-25 - Thanksgiving break:  
No Adult Ed Classes; Office Closed

**December**  
23-30 - Winter Break:  
No Adult Ed Classes; Office Closed

**January**  
16 - Martin Luther King, Jr. Day -  
School Closed

**February**  
9 - Spaghetti Dinner, Open House:  
No Adult Ed Classes; Office Open  
(Snow date: February 16)  
20 - President's Day - School Closed  
23 - No Adult Ed Classes; Offices Open

**March**

**April**  
6 - Good Friday - School Closed

**May**  
28 - Memorial Day - School Closed

**June**

**Additional Notes:**  
Should it be necessary to make-up  
classes due to calamity days, the  
class schedule will be worked out  
between the instructor and students.

Office Hours: 3:00-9:00pm M-F

| January-12 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | T  | F  | S  |
| 1          | 2  | 3  | 4  | 5  | 6  | 7  |
| 8          | 9  | 10 | 11 | 12 | 13 | 14 |
| 15         | 16 | 17 | 18 | 19 | 20 | 21 |
| 22         | 23 | 24 | 25 | 26 | 27 | 28 |
| 29         | 30 | 31 |    |    |    |    |

| February-12 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | T  | F  | S  |
|             |    |    |    | 1  | 2  | 3  |
| 5           | 6  | 7  | 8  | 9  | 10 | 11 |
| 12          | 13 | 14 | 15 | 16 | 17 | 18 |
| 19          | 20 | 21 | 22 | 23 | 24 | 25 |
| 26          | 27 | 28 | 29 |    |    |    |

| March-12 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    |    |    |    | 1  | 2  |
| 4        | 5  | 6  | 7  | 8  | 9  | 10 |
| 11       | 12 | 13 | 14 | 15 | 16 | 17 |
| 18       | 19 | 20 | 21 | 22 | 23 | 24 |
| 25       | 26 | 27 | 28 | 29 | 30 | 31 |

| April-12 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          |    |    |    |    |    | 1  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 |
| 30       |    |    |    |    |    |    |

| May-12 |    |    |    |    |    |    |
|--------|----|----|----|----|----|----|
| S      | M  | T  | W  | T  | F  | S  |
|        |    |    | 1  | 2  | 3  | 4  |
| 6      | 7  | 8  | 9  | 10 | 11 | 12 |
| 13     | 14 | 15 | 16 | 17 | 18 | 19 |
| 20     | 21 | 22 | 23 | 24 | 25 | 26 |
| 27     | 28 | 29 | 30 | 31 |    |    |

| June-12 |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| S       | M  | T  | W  | T  | F  | S  |
|         |    |    |    |    | 1  | 2  |
| 3       | 4  | 5  | 6  | 7  | 8  | 9  |
| 10      | 11 | 12 | 13 | 14 | 15 | 16 |
| 17      | 18 | 19 | 20 | 21 | 22 | 23 |
| 24      | 25 | 26 | 27 | 28 | 29 | 30 |