

# **London City Schools**

## **Faculty Handbook 2018 - 2019**



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## STUDENT SUCCESS IS OUR MISSION

In our commitment to excellence, London City Schools will provide high quality education to prepare every student for life's changes and opportunities in an ever-changing world.

## FACULTY AND STAFF GOALS

Our building(s) goals mirror the district goals as identified by the Superintendent.

1. All students are prepared for success.
2. All students can achieve at a high level.
3. All students experience constant growth.
4. All students have access to unmatched opportunities.
5. All stakeholders will have a positive "user experience."

## EVALUATION GOALS

Each member of the faculty and staff will develop two individual goals for the upcoming school year. One goal will be based on the teaching standards, and it is recommended that this goal support district and/or building level initiatives. The other goal should be a data-based goal for student achievement. These goals should be entered into the e-TPES system by September 7th.

## ABSENCE/SUBSTITUTE TEACHERS

- In case it is necessary for you to be absent, please enter your absence in AESOP by 6:00 a.m. Failure to enter the absence by that time will result in the need for teacher coverage. **If you are unable to enter the absence by 6:00 a.m., then you must call/text your building principal. Do not call the building secretary regarding this matter. Do not email to indicate your absence.**
- Personal and professional leave must be approved prior to an absence in accordance with the master contract.
- A Substitute Folder will be required of staff and should include at least three emergency lesson plans in the folder.

## ANNOUNCEMENTS

- Please submit all P.A. announcements in writing to the office at least 1 day before the regular announcement time.
- Announcements will not be made at any other time, unless there is an extreme necessity.

- Announcements prepared by students will not be honored, unless initialed by a faculty member.
- Staff members are expected to set an example for the students by giving careful attention to the announcements. The classroom atmosphere should be maintained so that all students can hear announcements.

### **ANTI-HAZING POLICY**

The board of education believes that hazing activities of any type are inconsistent with the educational process and prohibits all such activities at any time in school facilities, on school property, and at any school sponsored events.

Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, team, or organization that causes or creates a substantial risk of causing mental or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Administrators, faculty members, and other employees of the school district shall be particularly alert to possible situations, circumstances, or events that might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the superintendent. Students, administrators, faculty members, and other employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil and criminal penalties in accordance with law.

The superintendent shall distribute this policy to all students and district employees, and shall incorporate it into building, staff, and student handbooks. It shall also be the subject of discussion at staff meetings or in-service programs.

### **ATTENDANCE PROCEDURES**

Attendance checks will be made at the beginning of homeroom and between classes. Consistent, accurate attendance is mandatory. **Failure to record accurate attendance may result in a warning followed by informal or formal discipline.** Do not rely on a student's word alone that another child is somewhere in the building but not in your room. If the student is not in your room, report that student absent. A teacher noting a discrepancy in the attendance report at any point in the day should inform the office immediately. **It is the teacher's duty to make attendance checks, not the student's, for all periods.**

**BUILDING USE AFTER SCHOOL HOURS**

Faculty members, including coaches, who wish to hold meetings after school hours, should report their intentions to Mr. Helmechamp, Director of Operations, at least five school days prior to the meeting or event. Depending on the nature of the meeting, you may be asked to submit your request on the “Facilities Use Request Form”, and may be required to pay a rental fee and/or a fee for custodial services. Once the activity has been approved, the time and place for the meeting will be entered on the district calendar and reserved for you. Groups that meet regularly throughout the year should be entered on the calendar at the beginning of the school year. A more detailed explanation of the district policy regarding use of facilities after school hours is available upon request in the building office.

No student groups are to meet without supervision by a member of the school staff. The supervisor in charge of the activity (including athletic practice sessions) is to remain until all students have left the school grounds. If a student does not show proper responsibility about arranging for transportation, a parent phone call by the supervisor is merited.

**CALAMITY DAYS**

If the School must be closed or the opening delayed because of inclement weather or other conditions, the School will notify the following radio and television stations:

**RADIO**

WSNY.....94.7 Columbus  
WNCI-FM.....97.9 Columbus  
WTVN-AM.....610 Columbus  
WCOL-AM.....1230 Columbus

**TELEVISION**

WTVN.....Channel 6  
WBNS.....Channel 10  
WCMH.....Channel 4

**SOCIAL MEDIA**

- Information concerning school closings or delays can also be found on the School’s web page [www.london.k12.oh.us](http://www.london.k12.oh.us)
- Twitter:  
@londonschools, @drloukramer, @londonelem, @londonmsoh, @LHSmbrowning
- Facebook - London City Schools
- In addition to the local and area public announcements, ONE CALL NOW, an automated parent notification system that allows schools to contact thousands of parents within minutes will be activated. The system can notify families of the current situation provided the family information on the contact forms submitted at the beginning of each school year is accurate.

A school day may be waived if the closing is due to disease, epidemic, hazardous weather conditions, damage to a school building, utility failure, or inoperability of school buses or other equipment needed for school operations and the number of allowable calamity days has not been exceeded. Any school days lost in excess of the allowable number of calamity days shall be made up in accordance with the approved contingency plan.

The Board reserves the right to alter the school calendar when feasible and advisable in the best interest of the students of the District.

### **CLASSROOM APPEARANCE**

Teachers are expected to set a positive example for students by keeping their classrooms clean, neat, and well managed on a daily basis. Keeping your classroom clean and orderly is an important part of student success. Not only does it make for a better working environment but it also helps teach responsibility. Please make sure that students are made aware of this from the first day. We must all work together in this important endeavor, and especially make it clear to the students that they are a part of this solution to keeping our environment clean. Students are instructed to pick up after themselves periodically as well as at the end of the day.

- While it is the responsibility of students to clean up their areas, ultimately it is the responsibility of the teacher to keep extraneous items off the floors and to contact custodians when there is a spill or other emergency clean up.
- Bulletin boards should be attractive and changed frequently.
- Learning targets and weekly agendas should be posted prominently for all students to see and review.
- In that regard, please be mindful of the **number** of items posted around the classrooms; students, especially those with attention and focus issues, need to be able to find the most important pieces of information to which the teacher is focusing or referring.
- Posters or other materials should not be hung on the drywall, nor should tape be put on the floor, as they destroy the walls and floors upon removal. Cinder blocks, bulletin and whiteboards, and cork strips are all recommended areas on the walls, and there is special tape appropriate for use on floors.

### **DISCIPLINE/INAPPROPRIATE STUDENT BEHAVIOR**

Any student whose behavior disrupts the education process will be subject to disciplinary actions. When determining the appropriate discipline for a student's actions, such factors as severity of the action and the student's previous discipline history will be considered. Administration, teachers, and parents will communicate disciplinary actions and make a plan to help the student make positive behavior choices. The following is a list of possible disciplinary actions based on student placement (i.e., LES, LMS, LHS).

- Verbal warning
- Loss of privileges
- Time-outs
- Loss of recess
- After-school detention/Wednesday School
- In-school suspension
- Out-of-school suspension
- Expulsion

## **GENERAL DISCIPLINE GUIDELINES**

The importance of consistency in discipline enforcement on both an individual and total staff basis cannot be stressed enough. Classroom control is a prerequisite to classroom learning. Even the most thoroughly educated teacher will be ineffective in his/her classroom without a proper learning atmosphere.

Research clearly shows that students respond better to positive reinforcement for proper behavior than they do to negative reinforcement for improper behavior. Our goal is to create a positive atmosphere where students discipline themselves in a proper manner. Staff members should strive to create positive environments where students will be motivated to behave appropriately. Harsh, legalistic interpretation of school rules where the only recognition of student behavior is negatively oriented is not desired.

Student discipline is the responsibility of every staff member. No one person can serve as the disciplinarian of the school and have it be a desirable situation. Each teacher must assume the attitude that s/he is directly responsible for the discipline of those assigned to him/her each period, as well as those observed displaying any form of misconduct any time or any place. Teachers who fail to assume these responsibilities cause hardships and extra burdens for other teachers, and create a weakness in the general supervision of the student body. The following standards should be observed in every classroom:

- Punctuality – Students should be seated and class should start on time.
- Students are to take a hall pass with them any time they leave the classroom for any reason.
- Restroom trips should be discouraged during class time. Trips should be granted on an extreme emergency basis only.
- Try not to detain a pupil if s/he will be tardy to the next class. If you detain a pupil and cause him/her to be late for the next class, a note from you to the next classroom teacher is expected.
- Students should remain seated until formally dismissed.
- Teachers should stand in the hall during class changes to greet the next class and to help maintain order in the hall.
- Classroom parties/incentives should be cleared through the principal.

- Students should not be sent to the office for minor disciplinary reasons. If, in the opinion of the teacher, a student’s presence poses a **“continuing danger to persons or property or an ongoing threat of seriously disrupting the academic process,”** then an emergency removal from class procedure may be initiated.

### **EMERGENCY REMOVAL OF A STUDENT**

As a general rule, students may be removed for the use of profanity, racially or sexually abusive language, or to prevent a fight. Students should not be removed for sleeping, not working, not bringing materials to class or other minor offenses unless a parent contact and a conference with an administrator have been held. The parent must be notified by the teacher in person, in writing, or verbally the day of the removal. This shall be noted on the parent/teacher contact form and copy given to assistant principal within 24 hours.

- If a student's presence poses a **continuing danger** to persons or property or an **ongoing threat** of disrupting the academic process, then the following procedures will be adhered to:
  - a. The superintendent, principal, or assistant principal may remove the student from the curricular or extracurricular activity or the premises.
  - b. A teacher may remove the student from the curricular or extra-curricular activities under his/her supervision, but not from the premises. During the regular school day, the student must be sent to the office. **At no time should a teacher leave a class unattended to escort a student to the office.** If the principal or assistant principal is not present in the office, office personnel will contact them immediately, and appropriate steps will be taken to provide assistance. At no time should a class be left unattended, not even for a few seconds, regardless of the circumstances. Likewise, placing a misbehaving child in the hallway is a questionable strategy and is highly discouraged. This practice often results in additional negative behavior and excessive loss of instructional time.
  - c. When a teacher makes an emergency removal, reasons for the removal must be submitted to the assistant principal on the emergency removal form as soon as possible after the student is removed. The assistant principal will not take action on the removal until the form is received, unless the student is a danger to himself and/or others.



## LEVELS OF STUDENT MISCONDUCT

**Level I (teacher managed):** Student misconduct that the teacher can control by using classroom consequences, lunch study table, or after-school detention. Examples of low-level types of behavior are minor disruptions to the classroom, failure to follow directions or comply, inappropriate language or rudeness, disrespectful behavior directed toward other students or staff.

**Level II (office managed):** Severe student misconduct that requires immediate disciplinary action from the office. Examples of serious behavior issues are recurring low-level behaviors, violence, theft, extreme profanity, extreme disruption to the school, or any behavior that is dangerous to self or others.

## CLASSROOM SUPERVISION

It is clear that an unsupervised classroom may lead to situations that produce injury to children. Many teachers feel that their absence is excused on the grounds of an emergency. However, when leaving the classroom unsupervised, the teacher takes a calculated risk. If there is some disorder that results in harm to a child, it is hard, if not impossible, for the teacher to establish freedom from negligence. **Therefore it is the policy of this building to not leave your classroom/duty unsupervised at any time. Do not leave your students unattended.**

## COMMUNICATION

Communication is at the forefront of the success of our students and the role parents/guardians play in the support of their children. Staff should make every attempt to return communication/requests for contact or information in a timely manner (24 hours). Also remind adults that time-sensitive requests should be communicated in person, either to the staff member directly or to office personnel. Voicemail and email messages may not be received in time to handle those emergencies accordingly. The agenda is ideal for ongoing dialogue.

## CLASSROOM TELEPHONES

Classroom phones are to be used at the discretion of the classroom teacher. At the same time, please be aware that when talking on the telephone, students may be able to hear your conversation. Please be discreet and professional at all times, taking steps to ensure that your private/professional conversation is not overheard.

## **EMERGENCY PROCEDURES**

### **EVACUATION**

Evacuation will take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger (playground, football stadium, or off-site location in the community).

#### **Teachers/Staff**

- Instruct students to exit the building using the designated emergency exit routes or as directed by the School Incident Commander/Principal. Emergency exit routes should be diagrammed on the school floor plan drawing posted near the light switch inside each room.
- Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the School Incident Commander/Principal at the time of the emergency and the evacuation.
- Help those needing special assistance. Students and Staff with functional needs that prohibit normal evacuation will be assisted out of the building, if possible, or will be taken to an area of refuge. Emergency Responders will be notified immediately of any individuals in an area of refuge.
- Do not lock classroom doors when leaving, close door and turn off lights.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building, or other directed evacuations).
- When outside the building or inside the building evacuation location, check for injuries.
- Account for all students. Immediately report any missing or injured students to the School Incident Commander/Principal.
- Wait for additional instructions.

#### **Office Staff**

- Take visitor log and student sign out sheet to evacuation assembly area.
- Gather headcount information from teachers and inform the School Incident Commander/Principal of any missing students or staff.

## Evacuation Locations

- In the event of an evacuation of the building, initially all persons will evacuate to London High School football field. If the evacuation will be for a prolonged time, require family reunification or due to weather or other considerations the school will transport students and faculty to the Madison County Fairgrounds located at 205 Elm St. London OH 43140.

## **DENY ENTRY/LOCKDOWN**

Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

## Teachers

- Clear the hallway and bathrooms by your room, moving everyone into the classroom.
- Lock your doors.
- Move any large objects in front of the door to barricade door. All moveable items such as chairs should be used as well.
- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- Do not place students in one location within the room. In the event that entry is gained by a shooter or intruder, students should consider exiting by running past the shooter/intruder.
- Staff and students may utilize methods to distract the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.
- Allow no one outside of the classroom until the Incident Commander gives the "All Clear" signal unless a life-threatening situation exists and a means to safe exit is available (through a window or other safe passage).

## Office Staff

- Stay by the phones to wait for additional procedures from district office and Incident Commander.
- Remotely check status of classrooms via PA, telephone, computer, or other method.
- Assist the principal or Incident Commander to establish the school command post.

## Custodians

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.

NOTE: If students and school personnel are outside of the school building at the time of a LOCKDOWN, teachers or other school personnel will move students to the designated off-site assembly location.

## **SHELTER IN PLACE**

The shelter-in-place procedure provides a refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

## Teachers

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets or hallways without large windows or doors.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris, if appropriate.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
- For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine, open ditch or low spot away from trees and power poles.
- If movement into the building would expose persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- Move students from mobile classrooms to an interior safe area in a permanent structure.
- All persons must remain in the shelter until notified by the School Incident Commander/Principal or public safety official that it is safe to exit.
- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.

## Custodians

- Shut off utilities as directed by School Incident Commander/Principal or public safety official
- Turn off ventilation systems (heating, ventilation and air conditioning) as directed and if appropriate.
- Post Shelter-in-Place cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used with an ACTIVE SHOOTER, INTRUDER or during an incident involving a person intent on violence known to be in the school building and not yet contained.

## **REVERSE EVACUATION**

Reverse evacuation should occur when conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, gang activity, or a hazardous material release outside of the school building.

## Teachers/Staff

- Immediately move students back to classrooms or safe areas using the closest entry.
- No students or staff should be outside the building.
- Close and lock all exterior doors and windows.
- If movement into the building would present a danger, teachers and staff outside will direct students to designated assembly areas or off-site assembly areas.
- Teachers will take attendance and account for all students and report any missing students to the School Incident Commander/Principal.
- Wait for further instructions from the School Incident Commander/Principal or from a public safety official.
- Monitor the main entries until the “All Clear” is given.

## **ACTIVE SHOOTER**

An active shooter or armed assailant on school property involves one or more individual’s intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

### Teachers/Staff

- If you are the first to note indication of an armed intruder, immediately CALL 9-1-1, then notify the School Incident Commander/Principal and go to LOCKDOWN.
- Gather information about your classroom's immediate situation. Account for all students or other individuals sheltered in your room.
- Assess your ability to EVACUATE the building.
- If there is no safe manner to EVACUATE the building, have students remain in LOCKDOWN until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or intruder enters the classroom use WHATEVER means necessary to keep your students safe. This may include any and all forms of resistance to the threat.
- If an intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to create confusion, exiting out windows, and confronting (assault, subdue, choke) to stop the intruder. Tell students to get out anyway possible and move to another location.

### Other Procedures

- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.

### **BOMB THREAT**

The purpose of this annex is to ensure that there are procedures in place to protect staff, students and school property in the event of a communicated threat regarding the presence of destructive devices on school property. This may include any explosive device of an incendiary, chemical, biological, or radioactive nature. A bomb threat will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

### Teachers and staff

- Check classrooms, offices and work area for suspicious items and report any findings to the School Incident Commander/Principal.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located.
- Account for students and be prepared to EVACUATE if ordered.
- EVACUATE using standard procedures and exit routes to assembly area.
- Open classroom windows and leave classroom doors open when exiting.
- Take roll after being EVACUATED. Be prepared to report the names of any missing persons to school administration.
- Keep students together at the assembly area until given further instructions. Be prepared to go to off-site relocation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

### **NATURAL HAZARD/TORNADO**

The purpose of this annex is to have procedures in place when a Severe Weather/Tornado Watch or Warning has been issued for the school’s location.

### Teachers/staff

- Direct students inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
- Direct students outside to REVERSE EVACUATE into the building.
- If outside, staff should move students to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Relocate students from any mobile classrooms in to the building.
- Remain in safe area until warning expires or until emergency personnel have issued an “All-Clear”.

### **FIRE**

London Middle School has a policy and procedures governing fire drills and conducts fire drills as required by law. All staff is trained on how to respond in the event of a fire.

- Any staff discovering fire or smoke will activate the fire alarm, and report the fire to the Principal, or call 9-1-1 if conditions require and/or injured are in need of medical assistance.

- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- No one may re-enter building(s) until it is declared safe by the fire department.

Once an emergency Incident Commander arrives (fire department), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

### Teachers

- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist students with functional needs.
- Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.
- Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the Principal and/or emergency Incident Commander at the scene.
- Keep class together and wait for further instructions.
- Remain in safe area until the “All Clear” signal has been issued.
- No one may re-enter building(s) until it is declared safe by the fire department.

## **SECURITY GUIDELINES**

Daily security procedures and protocols are in place to ensure a safe and secure environment, prevent crime, and to deter persons from gaining unauthorized access to the building. London City School encourage all staff, faculty and students to be an active participant in building security and crime prevention measure in place. The following list of security measures are in place on a daily basis or at specified times to ensure the safety of the school community and prevent criminal activity or unauthorized access (e.g. badging system, cameras, tiplines, etc.)

- ID badges are worn by all personnel
- Security cameras are located in each building
- Visitors are required to sign in and be given visitor passes
- LCS utilizes the Safer Ohio Tipline 844-SAFEROH
- Telephones are equipped for voice record
- All visitors gain access by the main entrance only



### Teachers/Staff

- Make sure that the classroom door is able to be locked from the inside and is functioning normally daily.
- Ensure that the students are aware of the building security policy and do not permit unauthorized persons into the building.
- Report any unusual conditions or persons to the main office.
- Report to the main office any conditions, concerns or problems that were reported to them.

### Office Staff

- Ensure that all visitors report to the office to sign in when entering the building and sign out when leaving the building.
- Monitor security cameras at the main entrance to ensure only authorized and appropriate persons are allowed into the building.

### Facilities/Maintenance

- Maintain all doors, windows, and other means of entrance into the building to ensure proper operation and that all locks or other means of securing them are functional.
- Report and deficiencies or failures of the building security to the school principal in a timely manner.
- Landscaping is addressed to ensure a clear line of site into and from the building

### General Responsibilities

- All entrances, except the main entrance are locked during hours of operation.
- Students and Staff are trained not to provide unauthorized access to the building.

### **VISITORS**

**All visitors must report to the school office upon entering the building.** All doors to London City Schools are locked, and should never be propped or clipped open without notifying building administration ahead of time. Visitors must sign in and receive a pass from the office.

When there is a person in the building who does not display a pass, **it is expected that all staff members will stop that person**, asking if he/she has signed into the building. At that time, the staff member will escort the visitor to the office. It is our responsibility to stop and question any and all visitors and guests who are not identified. Be polite, and do not worry about being perceived as rude.

## **STAFF EDUCATION TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Staff members are authorized to use the Board's computers, laptops, tablets, personal communication devices (as defined by Policy 7530.02), network, and Internet connection and online educational services ("Education Technology" or "Ed-Tech") for educational and professional purposes. Use of the Education Technology is a privilege, not a right. Staff members must conduct themselves in a responsible, efficient, ethical, and legal manner. Unauthorized or inappropriate use of the Ed-Tech, including any violation of these guidelines, may result in cancellation of the privilege, disciplinary action consistent with the applicable collective bargaining agreement and Board policy, and/or civil or criminal liability. Prior to accessing the Education Technology, staff members must sign the Staff Education Technology Acceptable Use and Safety Agreement.

Smooth operation of the Board's Education Technology relies upon users adhering to the guidelines outlined in policy 7540.04; The guidelines outlined are not exhaustive, but are provided so that users are aware of their general responsibilities.

## **FACULTY DRESS CODE**

It is expected that all staff will dress in a professional, tasteful manner that will positively represent London City Schools in all ways and at all times. Dress is a major contributor to how one is perceived. Denim jeans should be worn **only** at the discretion of the principal. Shorts may not be worn with exception to the physical education staff.

## **FACULTY MEETINGS**

A day will be reserved for faculty meetings. The principal may schedule one (1) faculty meeting per month which may extend sixty (60) minutes beyond the student day. However, the principal may schedule a meeting as determined by necessity in lieu of the planned monthly meeting with a twenty-four (24) hour notice. In the event a meeting is rescheduled, any staff member unable to attend due to previously scheduled commitments will not be penalized. The agenda for the regular monthly faculty meeting should be posted twenty-four hours (24) prior to the meeting. Under emergency situations a special faculty meeting may be scheduled by the principal. Bargaining unit members are required to attend all faculty meetings unless excused by the building principal.

## **FIELD TRIPS**

In the event a field trip is granted the following steps apply:

1. Clear these with the principal **AT LEAST THREE WEEKS IN ADVANCE** so that all bus and classroom arrangements may be completed satisfactorily.
2. Instruct the students that classroom work missed is their responsibility to complete.
3. The last date for field trips this school year will be the first Friday in May.

4. A request for the use of school buses must be made on the proper form **AT LEAST 14 CALENDAR DAYS IN ADVANCE OF THE TRIP.**
5. The Board has established a policy that every student must have an Emergency Medical Authorization Form completed and signed by her/his parent in order to participate in any activity off school grounds. This includes field trips, athletic and extracurricular activities, and co-curricular activities.
6. Copies of emergency medical cards are located in the office. See the secretaries to obtain those copies. At no time should a student ever have access to emergency medical forms. Do not send students to the office to get these forms or to return them to the office.
7. Teachers should see the nurse for medication issues.
8. Teachers should return the copies to the secretary following the field trip.

### **FUNDRAISERS**

In accordance with Board policy, each fund-raising activity must be approved by the principal if occurring on District premises and by the Superintendent if occurring off District property. (See Form 5830 F1 and possibly Form 5830 F2). In order to be approved, the group leader or advisor is to submit a proposal in advance of the event so that all fund-raising efforts may be coordinated so as not to burden or be a nuisance to students, faculty, parents, or the community.

**For further guidelines to be followed for any activity that involves fund-raising by students and from students please refer to policy 5830.**

### **GUIDANCE**

There will be times when individual students need guidance due to poor performance in schoolwork, behavioral problems, and possibly because of problems at home or with other students. Teachers may initially confer with students who have problems. The assistant principals will confer with any student referred by a staff member or parent. Our school psychologist is also available for any guidance request, as well as the special education coordinator and Director of Student Support.

### **STUDENT HOMEWORK**

The following guidelines follow policy 2330 have been developed to assist staff to establish appropriate homework assignments:

- All homework assignments should have a specific purpose related to the learning objectives of a program or course.
- Homework assignments should be appropriate to the grade level and the abilities of the students involved.

- Assignments should involve application of knowledge, reinforcement of communication, research and other skills, and should provide experiences which strengthen attitudes and allow for creativity.
- Punishment assignments should never be given.
- The purpose of homework, in terms of the goals of a program, should be clear to the student when assigned, the work corrected when returned, and both the strengths and weaknesses of his/her work communicated in ways which provide for improved performance.
- The purpose of homework, in terms of the goals of a program, should be clear to the student when assigned, the work corrected when returned, and both the strengths and weaknesses of his/her work communicated in ways which provide for improved performance.
- As part of the process of using homework as a learning tool, students should be involved in learning how to critique their own and each others work based on clearly-defined criteria related to the particular program or course of study.
- The time limits for the completion of homework should:
  1. be reasonable and consistent with the nature of the assignments given
  2. provide for interim appraisal of progress where assignments involve blocks of time
  3. include a reasonable time for make-up of missed homework assignments and/or improvements based on teacher comments
- Parents should be made aware of the District's homework guidelines as well as the way each of their child's teachers will be using homework as a learning activity

### **REPORTING STUDENT PROGRESS**

The Board of Education believes that the cooperation of school and home is a vital ingredient to the growth and education of the whole child. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

The Board directs the establishment of a system of reporting student progress, which shall include written reports in grades K to 12 and parent conferences with teachers in grades K to 12 and shall require all appropriate staff members to comply with such a system as part of their teaching responsibility.

### **CONFERENCES**

The parent-teacher conference can play a significant role in the education of our students in three important ways:

- Providing the teacher with vital information from parents that will strengthen the plans and strategies the teacher uses with a student
- Helping parents understand more clearly what the school and the teacher are trying to accomplish with a student, what is required for students to accomplish such results, and what the parent can do to facilitate the process
- Building a strong home-school partnership that has implications for support of school programs beyond particular classroom or grade

Each building (administration and staff) will implement parent-teacher conferences as part of the educational plan. Among the strategies contained in such a conference plan should be:

- Creating an environment in which the interaction with parents is based on a partnership mind-set rather than one which communicates "we know and tell, you don't know, so listen";
- Beginning the initial conference with a clear, concise description for each academic area of:
  1. what the desired learning outcomes are for the year;
  2. why it is important that the student both acquires and then applies those learnings;
  3. what learning processes and strategies the student will need to be able to use to achieve such outcomes;
  4. what techniques, strategies, and other actions the teacher will be using to help the student achieve the outcomes;
- Providing opportunities for parents to ask questions regarding both the ends and the means and to suggest additions and modifications to both;
- Ensuring that at any special conferences with parents, the parents leave with:
  1. one or more action plans for helping their child which the teacher and parent have developed and agreed upon;
  2. a clear understanding of what progress reports and report cards will contain; how they should be interpreted and how they should be used by parents in supporting their child's learning efforts;
- Correlating the first conference with subsequent conferences by linking observations, comments, suggestions, etc. to the learning ends and means discussed at the first conference.

The plan should also provide for communication to staff and parents regarding:

- The time schedule which includes the approximate length of the conferences and time of day (or night) conferences will be held.
- The procedure for release of students.

PTC will be on September 27, October 2, February 7 & 12

### INTERIM REPORTS/GRADES/REPORT CARDS

It is expected that teachers will consistently assess students' content knowledge and will record this data in Progress Book on a weekly basis. Consistent entry of information will allow our parents and students to be aware of students' academic information on an ongoing basis. Interim reports will be sent home on September 21, November 16, February 8, and April 26. Report cards will be sent home on October 18, January 11, March 29, and May 31. Typically, the deadline for grade entry is the Tuesday before being sent home. Note: It is the sole responsibility of the contracted, teacher-of-record to input grades for interim reports and report cards. This means that if you are on a long-term leave, it is still your responsibility to ensure that the grades are entered. A deadline is set for each by the building secretaries.

### PROGRESSBOOK

Progress Book is an Internet-based software program that allows students and parents to access their academic data. As academic information (grades) is recorded, parents are able to monitor the progress of their student(s). For this reason, it is critical that accurate information be kept and consistently updated. Teachers are expected to update Progress Book weekly with their agendas and grades.

### LEADERSHIP TEAMS

#### District leadership Team (DLT)

The District Leadership Team is comprised of the superintendent, treasurer, Director of Teaching and Learning, Director of Student Services, Director of Technology, building principals, up to two parent representatives, and two members of each building leadership team. The purpose of the district leadership team is to support instruction and the implementation of district goals by using data based tools such as the Plan, Do, Study, Act cycle and the 5 step process. The DLT uses data to ensure the district in making progress on increasing student achievement and attaining district goals throughout the school year. The DLT is scheduled to meet on 8/28/2018, 10/23/2018, 2/26/2019, 4/22/2019.

### Building Leadership Team (BLT)

The Building Leadership Team is comprised of building administrators and teacher leaders of departments and grade level teams that focuses on analyzing and developing teaching strategies based on student assessment data. BLT members communicate information from the DLT and BLT meetings to department and grade level teams. The LMS BLT is scheduled to meet the second and fourth Tuesday of each month, LES BLT meets the 2nd and 4th Wednesday of each month and LHS BLT meets the 1st and 3rd Tuesday of each month.

### Grade Level Team

Group of core teachers at each grade level, and related arts teachers, typically led by the BLT members whose focus is to assess student data, plan interdisciplinary instruction, refer students for additional supports as needed, plan team-oriented events, share communication with parents. Each building will follow their own meeting schedule see building administration for further clarification.

### Departments (TBT)

Comprised of teachers who share the same curriculum content, the departments will strive to analyze the assessment results of their students (including item analysis), develop improved and research-based instruction, plan together to differentiate instruction, and respond to the needs/direction of the building leadership team. Each building will follow their own meeting schedule see building administration for further clarification.

## **LESSON PLANS**

Every teacher is responsible for planning on a weekly and daily basis. Lesson plans are to be developed within the context of the applicable courses of study and learning units and should be designed for individual student programs being cognizant of student strengths and weaknesses. (See AG [2231](#))

Each lesson plan should contain, in addition to whatever else a teacher may wish to include, the following elements:

- purpose of the lesson
- expected student behavior when purpose has been achieved
- needed resources
- how students will be organized throughout the lesson
- how the lesson will begin
- how lesson will conclude

Lesson plans for individualized programs should reflect a general overview and purpose of the instructional program based on the Course of Study. Individual student records may serve as an integral part of the lesson plan.

A copy of the weekly plans are to be submitted to the principal as specified for the following week for review by appropriate administrative and supervisory personnel. Lesson plans as well as adequate directions are to be provided for substitutes so they can continue the ongoing program as closely as possible.

## **COURSE SYLLABUS**

Every teacher is responsible for designing a syllabus for their course taught. A well-written syllabus is an essential tool for effectively managing a course. It gives students a clear understanding of your expectations and a defined direction for how the course will be conducted. A syllabus, when done right, can prevent a lot of misunderstandings as the class progresses, and may provide you with some legal protection should a student or parent appeal something later on.

Your syllabus needs to be approved by your administration before giving it to students. Doing this will ensure that your syllabus includes everything your institution requires, that it is in line with school policy, and that your administrator is aware of how you plan to handle certain situations.

### **WHAT TO INCLUDE IN A SYLLABUS:**

*Teacher Contact Information:* Every class syllabus should contain at the very top contact information for the teachers (i.e., teacher email or contact phone number). Some teachers may include information on when it's easiest to catch them to ask questions or raise concerns by students and/or parents.

*Course Details:* Course name

*Course Description:* A brief overview of what the course is about.

*Class Objectives:* The teacher will include information on the topics students will study, and the concepts they will learn by the end of the course; Describe what the student should understand or be able to do as a result of taking your course.

*Prerequisites/Corequisites:* Any courses or other requirements that must be completed before taking this course. Corequisites are courses that must be taken at the same time as your course (if applicable).



*Required Resources/Supply List:* List all required class materials that the student needs (i.e., textbooks, other books, online resources, and subscriptions, or other materials students must have to take the course).

*Homework Requirements or Assignments:* The syllabus will outline homework assignments, and note tests or project due dates. These dates may be adjusted, but they will give the student an idea of what will be expected.

*Participation:* Clearly state on the syllabus that students are required to participate in class, and may even specifically state how you want students to contribute (if applicable)

*The Grading Scale:* The class grading scale will be included on the syllabus. In addition to the grading scale, the syllabus will outline how the final grade will be determined.

*Class Rules and Expectations:* Every syllabus will include information on the class rules, student requirements, and expectations.

*Interims and Final Grades:* The course syllabus will specify when interims and final grades will be submitted, as well as information on whether or not students can exempt out of exams.

## HOW TO MAKE SURE STUDENTS READ YOUR SYLLABUS

Simply handing the syllabus to students is no guarantee that they will read it. Students really should read your whole syllabus, so how can you make sure this happens?

*Give them time:* Set aside about 5-15 minutes of the first class to allow students to read the syllabus. Just providing this time in class, rather than sending it home to be read, can significantly boost the number of students who actually read the thing. Then give a brief lecture on the syllabus, covering some of the main points and explaining things that might be confusing to students.

*Quiz them:* Create a brief quiz on the syllabus, to make sure students read it carefully. This could be performed through Google apps for education.

*Play a Game:* Once students have read the syllabus, you could do some sort of game or activity to “test” their knowledge, like Crumple & Shoot or a scavenger hunt. Another option would be to have students teach sections of the syllabus to each other in a Jigsaw activity.

*Get Signatures:* Have students, or their parents, sign a paper attesting that they have read and understood the syllabus. Although this doesn’t guarantee that they read the syllabus, it may provide you with some legal protection should a student or parent appeal something later on.

## **CHILD ABUSE OR NEGLECT (Mandated Reporter)**

In compliance with Board of Education policy 8462 and State statute, District employees are required to report to the proper legal authorities any sign of child abuse or neglect. The child may suffer from physical abuse and neglect, sexual abuse, and/or emotional maltreatment. Basically, physical abuse is the non accidental, physical injury of a child; physical neglect is the failure to provide adequate parental care, support, medical attention, and education for a child; sexual abuse is any indecent sexual activity involving the child; and emotional maltreatment is the failure to provide warmth, attention, supervision, and/or normal living experiences for a child. This applies to students under the age of eighteen (18) and students under the age of twenty-one (21) who are physically impaired, mentally retarded, or developmentally disabled.

### **Procedure for Reporting**

Immediately make an oral report to Madison County Children's Services, the Department of Human Services, or the appropriate local law enforcement agency.

The oral report should include:

1. the names and addresses of the child and parent(s) or person(s) having custody of said child, if known;
2. the child's age and the birthdate, if known;
3. the nature and extent of the suspected abuse or neglect;
4. any other information which might be helpful.
  - Notify the student's principal that a report has been made. The principal shall ensure that the suspected case has been properly reported; and, if not, s/he shall ensure that an appropriate oral report is made immediately.
  - Since it is the responsibility of the social worker and/or law enforcement agency to investigate possible abuse and/or neglect, school personnel should not pressure the child to divulge information regarding any injury or other circumstances surrounding the abuse and/or neglect. The school need not prove that abuse and/or neglect exists before reporting. They need only suspect that abuse and/or neglect has or is currently occurring.
  - The oral report shall be followed, not more than twenty-four (24) hours later, by a written report, if requested by the social service or law enforcement agency receiving the oral report. The report, to be prepared by the staff member, is to include all information given at the time of the oral report and any other information that is available from the school that may be helpful in the investigation of the report.
  - The Children Services Bureau, after investigation of the suspected cases, should communicate with the principal regarding the status of the referral.

**The phone number for Madison County Department of Job and Family Services is 740-852-4770.**

### **ON THE JOB INJURY**

Report all injuries and accidents to the office immediately. Fill out the appropriate accident forms promptly through Public School Works. For serious accidents, the office/nurse will assist in any way possible.

1. Major student and staff injuries are to be reported to the office immediately.
2. Minor student injuries will be treated in the nurse's office, but please fill out the necessary form to accompany the student.
3. Please make sure that parents are notified of student injuries that occurred at school. In the event it is a head injury, teachers are required to make every effort to contact a parent. Please do not assume that the nurse will call. The school nurse is required to make phone calls also, but when it comes to injuries, error on the side of caution. There is no such thing as too many phone calls when it comes to student safety.

For further information please refer to policy 8442

### **USE OF MEDICATIONS**

Many children are now able to attend school because of medications that are available for the effective treatment of their acute or chronic illnesses. The board of education also realizes that the administration of prescribed medication by the parent or legal guardian of the child is not always possible at the prescribed time during the school day. Therefore, if under exceptional circumstances a child is required to take medication during school hours and the parent/guardian cannot be at school to administer the medication, only the school nurse, the principal or his/her designee will administer the medication in compliance with the regulations that follow:

- All school personnel must be informed that the administration of any drug (prescription or over-the-counter) without the order of the physician and the permission of the parent/guardian could be interpreted as practicing medicine and is prohibited by law.
- The principal in each building shall appoint a responsible person or persons to supervise the storing and administering of the medication in the absence of the school nurse.
- Written request must be obtained from the physician and the parent/guardian before any medication may be administered by school personnel. The request

- must include instructions as to name of medication, dosage, time, and duration of medication, and possible side effects.
- Medication must be in original containers (child proof) and have an affixed label including the student's name, name of medication, dosage, route of administration, and time of administration.
  - New request forms must be submitted each school year and as necessary for changes in medication order.
  - It is advised that the medication and the signed permission forms be brought to the school by the parent/guardian.
  - The school nurse is responsible for the monitoring of medications administered by school personnel. The school nurse is responsible for providing education including specific instructions pertinent to the medication.
  - Accurate records of the medication given must be kept in the student's record.
  - The parent/guardian must sign a waiver on behalf of the child and parent voluntarily releasing the principal and/or his/her designee from any and all liability for civil damages arising out of or from the administration or failure to administer the medication involved.
  - The school district retains the discretion to reject requests for administration of medicine.

No employee will be required to administer a drug to a student if the employee objects, on the basis of religious convictions, to administering the drug. For additional clarification please refer to policy 5530

### **AUTOMATED EXTERNAL DEFIBRILLATOR (AED)**

Automated External Defibrillators are located in several areas around the school district. Please check with your building administrator for the exact location of these devices. In addition, there are trained staff members that have taken the CPR/AED classes. They are AED certified. In the event that this device is needed, have someone call 911 and take the device and use it following voice prompted instructions that it will give you.

### **PERSONAL PROPERTY OF STAFF MEMBERS**

From time-to-time, staff members may wish to bring personal property to school either for reasons associated with their work responsibilities or for use during off-duty time. This practice is authorized provided it is understood that the District will not be responsible for any loss, damage, or misuse of such property.

The District will not allow staff members, however, to possess electronic pagers, cellular telephones, or other forms of personal (nondistrict-assigned) communication devices during their work time, since any use will tend to disrupt the educational process. In the case of an emergency, the caller should contact the school office which will immediately

notify the staff member. Exemptions may be made by the principal in cases where the health and/or safety of the staff member would be jeopardized.

For further clarification please refer to policy 4281

### **PUBLIC RELATIONS**

Our most important public relation ambassadors are our students. They can benefit us, or by negative reports can harm us. Communicate in a positive way. Avoid sarcasm. Some students will exaggerate regardless of how well we do. Try not to provide an unethical statement or action that they may repeat. Use good judgment. **Be mindful of postings on social media!!**

### **FREEDOM OF SPEECH IN NON INSTRUCTIONAL SETTINGS**

The Board of Education acknowledges the right of its employees, as citizens in a democratic society, to speak out on issues of public concern. When those issues are related to the school system, however, the employee's expression must be balanced against the interests of this District.

The following guidelines are adopted by the Board to help clarify and therefore avoid situations in which the employee's expression could conflict with the District's interests. In situations in which the teacher is not engaged in the performance of professional duties s/he should:

- state clearly that his/her expression represents personal views and not necessarily those of the School District;
- refrain from expressions that would disrupt harmony among co-workers or interfere with the maintenance of discipline by school officials;
- not make abusive or personally defamatory comments about co-workers, administrators or officials of the District;
  
- refrain from making public expressions which s/he knows to be false or are made without regard for truth or accuracy;
- not make threats against co-workers, supervisors or District officials.

Violations of these guidelines may result in disciplinary action up to and including termination.

## **OUTSIDE ACTIVITIES OF STAFF**

The Board of Education recognizes that members of the professional staff must enjoy private lives and may associate with others outside of school for political, economic, religious, cultural or personal reasons. The Board and its supervisory staff, however, have a responsibility to evaluate professional staff members in terms of their faithfulness to, and effectiveness in discharging school duties and responsibilities. Therefore, when non-school activities threaten a professional staff member's effectiveness within the school system, the Board reserves the right to evaluate the impact of such activities upon a professional staff member's responsibilities to the students and to the Board.

With the issuance of a full-time contract, the Board of Education becomes the professional staff member's primary employer. No professional staff member shall then obligate or involve himself/herself to interests or vestments outside his/her professional position with the Board that interferes with the normal contractual commitment to the Board; except as approved by the Superintendent.

The following guidelines are provided for guidance; professional staff members shall not:

- give school time to outside activities when there is no valid reason to be excused from assigned duties
- use school property or school time to solicit or accept customers for private enterprises
- campaign on school property in behalf of any candidate for local, State or national office
- duplicate materials for school use that are covered by the copyright laws
- accept as clients in private practice, students interviewed by them in a professional capacity for this School District

The Board does not endorse, support nor assume liability for any professional staff member of this School District who conducts outside activities in which students and employees of this District may participate.

**SCHOOL DAY**

<b>LES 8:15-9:00 AM</b> .....	Student
Arrival Time	
<b>9:00 AM</b> (Tardy Bell).....	School
Begins	
<b>3:15 PM</b> .....	Dismissal
<b>LMS 7:10-7:30 AM</b> .....	Student
Arrival Time	
<b>7:30</b> (Tardy Bell).....	School
Begins	
<b>2:25 PM</b> .....	Dismissal
<b>LHS 7:00-7:20 AM</b> .....	Student
Arrival Time	
<b>7:20</b> (Tardy Bell).....	School
Begins	
<b>2:15 PM</b> .....	Dismissal

**STUDENT HANDBOOKS**

**Staff is responsible for referencing the handbook and to implement the code of conduct according to Board of Education policies and administrative guidelines.**

For further clarification on any and all London City Schools bylaws and policies please refer to the following URL:

[www.neola.com/londoncity-oh/](http://www.neola.com/londoncity-oh/)

DISTRICT ACADEMIC CALENDAR  
2018-2019

Ohio law requires a minimum of 1001 student instructional hours for students in grades 7-12 and 910 hours for students in full-day kindergarten through grade 6. The intent of the law is to require districts to approve academic calendars, which are at very least equal to the total number of hours of instruction as the previous year.

The recommended 2018-2019 calendar is based on:

- 176 student attendance days (Q1=42, Q2=45, Q3=47, Q4=42)
- 1 day for new staff orientation
- 2 teacher workdays (8/13,5/24)
- 4 non-student days used for professional development and/or records (8/14, 11/6, 1/4,4/22)
- 2 parent-teacher conference make up days (11/21,2/15)

\*184 total staff contractual days (185 for new staff).

The number of hours of instruction (which does not include lunch) will be as follows:

5 hours, 45 minutes for London Elementary School;  
6 hours, 30 minutes for London Middle School;  
6 hours, 30 minutes for London High School.

Based on the recommended calendar, the 2018-2019 academic calendar represents:

1000 hours of instruction for London Elementary School;  
1130 hours of instruction for London Middle School;  
1130 hours of instruction for London High School.

The following methods will be used to address any full day cancellation of classes:

Days 1–5	Classes will be cancelled;
Days 6-8	Makeup work via E Days;
Day 9	A make up day will be scheduled for February 16 if possible;
Day 10	A make up day will be scheduled for April 22 if possible;
Day 11+	Days will be scheduled at the end of the school year.



# LONDON CITY SCHOOL DISTRICT DISTRICT ACADEMIC CALENDAR 2018-2019

August 2018						
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	

September 2018						
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						

October 2018						
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 2018						
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	

December 2018						
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					

January 2019						
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					

LONDON CITY SCHOOL DISTRICT  
[www.london.k12.oh.us](http://www.london.k12.oh.us)  
380 Elm Street, 2nd Floor  
London, Ohio 43140  
740-852-5700 (Fax) 740-845-3282

Aug 8	New Staff Orientation
Aug 13	Teacher Work Day
Aug 14	Convocation/Professional Development
Aug 15	1st Day for Students
Aug 30	2 hr Early Release: Professional Development
Sept 3	No School - Labor Day
Sept 21	Interim Reports Available to Parents
Sept 27	2 hr Early Release: Parent Teacher Conferences
Oct 2	Parent Teacher Conferences
Oct 12	End of 1st Grading Period (42 days)
Oct 18	Report Cards Available Parents
Oct 19	No School - COTA Day
Nov 6	No School - Staff Professional Development
Nov 16	Interim Reports Available to Parents
Nov 21	No School - PT Conf Make Up Day
Nov 22-23	No School - Thanksgiving Break
Dec 21	End of 2nd Grading Period (45 days)
Dec 24-Jan 3	No School - Winter Break
Jan 4	Staff Professional Development/Records Day
Jan 7	Classes Resume
Jan 11	Report Cards Available Parents
Jan 21	No School - Martin Luther King Jr Day
Jan 31	2 hr Early Release: Professional Development
Feb 7	2 hr Early Release: Parent Teacher Conferences
Feb 8	Interim Reports Available to Parents
Feb 12	Parent Teacher Conferences
Feb 15	No School - PT Conf Make Up Day
Feb 18	No School - President's Day
Mar 15	End of 3rd Grading Period (47 days)
Mar 18-22	No School - Spring Break
Mar 29	Report Cards Available Parents
April 19	No School - Good Friday
April 22	No School - Staff Professional Development
April 26	Interim Reports Available to Parents
May 23	End of 4th Grading Period (42 Days)
May 23	Last Day for Students
May 24	Teacher Work Day
May 26	Graduation
May 27	District Offices Closed - Memorial Day
May 31	Report Cards Available Parents
July 4	District Offices Closed - Fourth of July

February 2019						
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		

March 2019						
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					

April 2019						
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 2019						
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	

June 2019						
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						

July 2019						
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			



Open House/Orientation Dates	
Aug 8th	Pre K/Kindergarten (6 pm)
Aug 9th	6th Grade (6 pm) 9th Grade (7 pm)
Aug 13th	Grades 1-5 (5 pm) Grades 7-8 (6 pm) Grades 10-12 (7 pm)

**STUDENT SUCCESS IS OUR MISSION!**  
#londonpossible

Calamity Procedures	
Days 1-5	Classes will be cancelled
Days 6-8	Makeup work via E Days
Day 9	Classes will be scheduled on Feb 15
Day 10	Classes will be scheduled on Apr 22
Day 11+	Days added at the end of the year

 Professional Development/Work Day  
 2 Hour Early Release

 First & Last Day of School  
 Interim Reports/Report Cards to Parents

 End of Grading Period  
 School Closed

