



FINNEYTOWN

LOCAL SCHOOL DISTRICT

Staff Handbook

Finneytown Secondary Campus



2025-2026



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Overview

Mission

Foster a community of learning and belonging.

Vision

Be a learning community centered on strengths and possibilities to empower our students and staff to think critically, grow intellectually, and live with integrity.

Core Values

- We value diversity, equity, inclusion, and belonging.
- We are committed to learning, unlearning, rethinking, and engaging in conversations so each individual has the opportunity to achieve and succeed.
- We believe in fostering a safe, accepting, and restorative community.
- We believe in fostering a collaborative learning community that focuses on identifying, enhancing, and empowering individuals' gifts through Project-Based Learning.
- We are committed to fiscal responsibility and good stewardship to maintain the trust and confidence of our stakeholders.

Goals

GOAL 1: Student, Staff, and Community Learning

Design instruction and experiences that include project-based learning and restorative practices to foster individual growth, allowing for contribution to the learning community.

GOAL 2: Community and Connection

Design and host gatherings that build meaningful connections, allow for conversations that matter, and create a community of belonging.

GOAL 3: Facilities and Fiscal Stewardship

Maximize the financial infrastructure and strategic resource allocation to support the district's long-term goals, ensuring safety, technological advancement, and facility development to meet the evolving needs of students, staff, and the community.

Licensure Code of Professional Conduct for Ohio Educators

Educators are entrusted by the public with the responsibility of providing a high-quality education to every student. Through various roles, these professionals devote themselves to providing a safe and nurturing environment in which all students can learn. In alignment with the *Standards for Ohio Educators* and the *Ohio Academic Content Standards for Students*, our state's educators strive for excellence through high

expectations that they hold for themselves and their students. The professional conduct of every educator affects attitudes toward the profession. Educators are trustees of the profession and share with the broader community the responsibility of providing high-quality public education.

Aware of the importance of maintaining the confidence and trust of students, parents, colleagues and the public, Ohio educators maintain the highest degree of professional conduct for themselves and their peers. *The Licensure Code of Professional Conduct for Ohio Educators* serves as the basis for decisions on issues pertaining to licensure that are consistent with applicable law, and provides a guide for conduct in situations that have professional implications for all individuals licensed by the State Board of Education, such as teachers, principals, superintendents and other persons serving schools (e.g., school nurses, coaches, substitute teachers).

Ohio is nationally known as a state that produces high-quality educators and recognizes that its 250,000 practicing educators hold the fundamental beliefs defined in the following eight principles:

1. Educators behave in a professional manner, realizing that one's actions reflect directly on the status and substance of the profession.
2. Educators maintain a professional relationship with all students at all times, both in and outside the classroom.
3. Educators accurately report information required by the local board of education or governing board, state education agency, federal agency, or state or federal law.
4. Educators adhere to federal, state and local laws and statutes regarding criminal activity.
5. Educators comply with state and federal laws related to maintaining confidential information.
6. Educators serve as positive role models and do not use, possess or unlawfully distribute illegal or unauthorized drugs.
7. Educators ensure that school property, public funds or fees paid by students or the community are used in the best interest of students and not for personal gain.
8. Educators fulfill all of the terms and obligations in their employment contract.

As education is a public trust, the Ohio Department of Education pursues allegations of unprofessional conduct. By law, educators are entitled to all due process rights, with each circumstance considered on a case by case basis to determine appropriate action. *The Licensure Code of Professional Conduct for Ohio Educators* includes the presumptive range of applicable disciplinary actions involving any individual licensed by the State Board of Education.

House System Overview

Vision

Finneytown Secondary Campus will have a diverse student body that is united through rich opportunities:

- to develop authentic leadership through peer mentoring
- to foster pride in their school, their house, and themselves
- to experience the selflessness and joy of serving others
- to build genuine interpersonal relationships

Structure

The school's student body (grades 7-12) is divided into six sections called "Houses." The Houses are centered around a set of core values (Relationships, Pride, Service, Leadership) which inspire the interplay

within each House and among the six Houses. Mentor groups will focus on increasing student self-worth, self advocacy and leadership skills. They will establish for each student a sense of belonging to a group that is working for the betterment of everyone, building social and academic maturity, and increasing a desire to be present at school and succeed. The Houses will engage in friendly competition with each other (through games, academics, the arts, community service and discipline/attendance) for the annual Wildcat Cup which will be presented at the end of the school year.

Mentor Teacher Expectations

- Willingness to communicate with Deans and House Director for use of resources, resolving struggles and issues, and brainstorming solutions for how mentor group and the House system operates. This includes attending PLC meetings, held on the first Tuesday of each month.
- Once mentor group begins, mentor teachers need to be in their rooms to welcome their mentees. Mentor teachers will engage with and foster relationships with the students and encourage them to build relationships with each other. This can be accomplished by asking check-in questions, having informal conversations, playing games, doing service projects together, participating in competitions, talking about grades, having parties, etc.
- Students need to remain in their rooms once mentor group begins. No restroom passes should be allowed since mentor group is only 22 minutes long.
- When there are issues, there needs to be a restorative conversation among the students and mentor teacher. When necessary, the House Dean and/or House Director can be brought in to help, and if that doesn't resolve the issue, the PR/PBL facilitators can be consulted.
- Facilitate a positive, energetic environment for mentor group time. Having a good mentor group involves an energy prep. You must be willing to provide personal energy for the duration of mentor group. The more students see that you care about them and the experience they are having, the more likely students are to care about mentor group and each other.

Procedural Expectations

1. **Hall Pass System:** Each classroom should have something for students to take when they leave the room indicating that they are allowed in the hallway. It can be a lanyard, but does not have to be. The key is to have something. It is not okay for students to be out without a pass. Students will utilize the online pass system. Please do not use the teacher pass option unless it is an emergency. Teacher passes do not count for the two passes per day. For the data to be accurate, this is a must.
2. No passes are permitted the first or last 10 minutes of class.

Academic Expectations

1. **Teachers will create a Google Classroom for each course they teach.**
Purpose: To use a common Learning Management System (LMS) throughout our building to communicate with students and parents/guardians.
Requirement: Post homework and assignments (or instructions for how to get an assignment a student may have missed).
2. **Teachers will have a syllabus to share with parents/guardians at Open House and with students at the beginning of the course (start of the year or semester, depending on the course).**
Purpose: To clarify expectations and procedures for your classroom.

Required Components: Include late work policy; homework policy; grading policy; exam policy; scope and sequence for the course, consistent within departments; PBIS/discipline policy; Google Classroom code.

3. Grading

The academic year consists of four grading periods. Teachers are required to utilize ProgressBook as the online grading program.

Requirement: Update student grades at least once a week with a minimum of two grades per week for each student.

***Senior failures must be reported to admin and counselors at the end of each quarter.**

4. Components of the Grading Policy

Grading Scale: We will use a 10 point scale to determine grades.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = Below 60

In furtherance of Board Policy 5421 and Board Administrative Guideline 5421A, GRADING, the Superintendent directs that each School Principal or responsible Administrator consult with Professional Staff as necessary and submit a plan to the Superintendent as to the grading scale to be used at the various grade levels of the school in the school year. After approval by the Superintendent, the grading scale that will be in effect for the school year shall be communicated to Professional Staff.

Professional Staff who follow the approved grading scale have assurance that they are meeting their obligations as licensed educators and shall not face any discipline or retaliation when they use the grading scale approved by the Superintendent.

Should circumstances dictate that the Superintendent modify the approved grading scale during a school year, such modification shall be done after consultation with affected Principals and Professional Staff. Notice of such change and the reasons therefore shall be provided to Professional Staff in advance of any such modification.

5. Grade Distribution

Finneytown Secondary Campus teachers will offer at least two grades per week. This applies to **ALL** courses. It is also our belief that these opportunities for assessment should be as diversified as possible to allow for differing learning styles. **50% will be the lowest recorded mark for 1st and 3rd quarters.**

6. Late Work

Teachers are expected to have a late work policy explained in their syllabus. **Give grace where it is needed.**

Teacher Absences/Arranging for Substitutes

Staff requiring a substitute need to request one through Frontline Education Service at **login.frontlineeducation.com**. We appreciate everyone planning ahead wherever possible in order to obtain a substitute without inconveniencing your colleagues. Teachers will assist in covering classrooms where an external substitute was unable to be reserved. We do our best to alternate who covers these classes.

Per contract negotiations, staff need to communicate with the principal if they are sick at the last moment. Please text the principal and secretary about absence. They also need to put their absence in AESOP by 6 a.m.

Staff members need to have an emergency sub folder in the office ready to be used. This sub folder should have the following information: class rosters for each bell, seating charts for each bell, two days of plans, and a list of who to contact in different situations. You can develop this as a department or grade level. Turn this folder in to the principal's secretary electronically.

Professional Leave

When attending a professional development event, please complete the Professional Leave form. If you have any questions, please ask.

Student Attendance

Student attendance must be taken daily, in every class.

Attendance/Tardy to School Procedures

Any student entering your classroom after the bell rings at 7:50 a.m. must have a tardy slip from the attendance office.

Attendance/Tardy to Class Procedures

Tardy to class means up to 10 minutes late. Teachers must take bell attendance through Period Attendance in ProgressBook. The expectation is that teachers greet and dismiss students each bell at their door.

1. First tardy - verbal warning
2. Second tardy - teacher conference with student
3. Third tardy - teacher makes a phone call home (document call)
4. Fourth tardy - teacher assigns consequence
5. Fifth tardy - teacher writes a referral in PSW, admin assigns ASD
6. Sixth tardy - teacher writes a referral/admin assigns one day in Focus
7. Seventh tardy - teacher writes a referral/parent conference with admin

Tardy Log

**Please make a copy first.*

Skipping Class

Skipping means a student NEVER shows up to class.

Early Dismissals

Students should only be excused from class for early dismissal when the teacher is notified by the attendance office. If a student insists he or she has an early dismissal, the teacher is to confirm this with the attendance office prior to excusing the student.



General Information

Building Supervision

Students are permitted in the building at 7:35 a.m. Those participating in X-Period are permitted in at 7 a.m. Students must leave the building by 3:05 p.m.

Daily Announcements

All announcement requests need to be made in writing prior to 7:45 a.m. if possible. Announcements are to be turned into Mrs. Walker.

Field Trips

There is a field trip checklist. Please see Principal's Secretary for this.

Food Policy

No food in the classrooms unless during lunch time.

ID Badges and Swipe Cards

All staff are expected to wear ID badges and door/alarm swipe cards. These will be issued at the beginning of the school year. A replacement card costs \$5 should you lose yours.

Library Media Center

Hours: 7:30 a.m. to 3 p.m.

Lara Walker, the Library Media Specialist, is here to partner with you for research instruction, independent reading needs, and anything else you want to try this year! Contact Lara Walker (lwalker@finneytown.org or 513-321-2170) for more information or if you have questions.

Money and Valuables

Money and valuables should not be kept in desks or cabinets overnight, even though they can be locked. Each teacher is responsible for all money until deposited with the school treasurer.

Parking

Parking permits will be issued by the Principal's Office. See the principal's secretary if you have any questions.

Progressive Discipline

We will follow the contract as far as progressive discipline. PD refers to any teacher expectation.

Requisitions

Each department is allotted a specific budget. Department Heads have control of these budgets, subject to the approval of the principal, and should work out an equitable distribution within their departments. All purchasing (including office supplies) must be done through standardized procedures.

Teaching Sensitive Subject Areas

A form for giving parental approval for a pupil's attendance in a class when a sensitive subject area is being taught is linked [here](#). Questions regarding sensitive subject material can be directed to your department heads and administrators.

Technology/Communication

As a public employee, our email, written documentation and school phone conversations are not considered private and can be used as evidence, for fact finding, and other public forums.

RP Room Procedures

- RP Room is for students in grades 7-9. All students in grades 10-12 go straight to administration.
- No advice
- Ask question(s)
- Listen
 - a. Teacher calls the RP room.
 - b. Teachers assess the situation and determine whether direct assistance is needed from the administration (physical harm has occurred), the counseling office (student is asked and/or they request a counselor) or the RP room.
 - c. The RP staff member (RPsm) will notify the teacher to send the student or they will come get the student.
 - d. RPsm invites the teacher to discuss the situation in the hallway with the student(s) while RPsm supervises the teacher's class. If the teacher or student declines the invitation, proceed to the next steps.
 - e. RPsm assesses the situation with the restorative format (in the hallway or in the RP room).
 - f. All students are to be escorted back to class by a RPsm or with a pass and phone call to the teacher.
 - g. RPsm documents the conversation on Google Form and shares the document with the teacher, student, administrator, counselor and school psychologist.
 - h. Teachers must document a call home and complete the teacher section of the Google form shared by the RPsm. **Failure to complete documentation will yield no consequence given from the administrative team.**

Visit Limits

1. Students may visit RP room up to three times per quarter
2. On the fourth visit, student will be sent to the office and receive a consequence
3. If a student goes over the limit in the first and second quarters, **they will not be allowed to use the RP Room during the third and fourth quarters.**

RP Room Accountability

- On fourth visit, admin calls home
- On fourth visit, there will be a circle with teacher, student and RP facilitators

Focus Procedures

- Students assigned to The Focus by administration only
- Staff highly encouraged to support students during plan bell

The Focus Daily Schedule	
7:50-8:15 a.m.	Attendance & Check-in; Goal Setting-Print ProgressBook
8:15-8:30 a.m.	Restorative Opening Circle
8:30-9:45 a.m.	Service Project Work
9:45-9:55 a.m.	Restroom Break
9:55-11:30 a.m.	Academic Work
11:30 a.m. -12:05 p.m.	Supervised Lunch/RR Breaks
12:05 - 1:45 p.m.	Academic Work
1:45 - 2:20 p.m.	Service Project Work
2:20-2:30 p.m.	Restroom Break
2:30-2:40 p.m.	Behavior Reflection/Closing Circle
2:40-2:45 p.m.	Dismissal-Walk students out of building

Important Contact Information

Position/Name	Work Phone	Cell Phone
Principal		
Carol Miller	728-3706	476-3825
Principal's Secretary		
Chelsey Smith	728-3706	923-0376
Assistant Principals		
Anton Walker	728-3706	659-3493
Lisa Samuel	728-3706	404-8314

Athletic Director		
Gerald Warmack	728-3717	382-2517
Athletic/Attendance Secretary		
Sandy Haskin	931-0712 (main) 728-7223 (athletics) 728-3709 (attendance)	375-4464
Guidance Counselors		
Autumn Christensen (Grades 9-12, A-K)	728-3711	335-2869
Haley Hansberry (Grades 9-12, L-Z)	728-3711	384-7887
Emily Styles (Grades 7-8)	728-3711	509-7934
Yvonne Allen-Smith <i>Secretary</i>	728-3711	237-7088
School Nurse		
Kelli Coffey		330-2976
School Resource Officer		
Bill Summe	728-3723	266-0752
School Psychologists		
Al Bolton	931-0712	476-9821
Kerry Finley	931-0712	379-8916
School Social Worker		
Cathy McNair	728-3731	476-9818
Custodian - Maintenance		
Randy Kirby	729-2973	476-9803
Evan Vonderahe	401-0506	

Meeting Schedule

It is expected that all staff attend the Tuesday meetings. Activities should be scheduled around these meetings.

- **Monthly Professional Learning Community (PLC) Meetings:**
 - Staff meets with their House
 - Agenda/topics determined by the House leaders
 - 1st Tuesday of the month
 - 3-4 p.m.
- **Staff Learning**
 - 2nd and 4th Tuesday of the month
 - 3-4 p.m.
- **Monthly Building Collaboration Time (BCT) Meetings:**
 - 3rd Tuesday of the month
 - 3-4 p.m.
- **Department Meetings:**
 - Time on PD days set by department head
- **Staff Meetings**
 - On PD days, as scheduled

After-School Duty

Mandatory duty from 2:50-3 p.m. **ALL** teachers must be in the hallways monitoring students. During this time teachers are responsible for ensuring that students are safely leaving the building.

FSC Cell Phone Policy

[Cell Phone Policy](#)

FINNEYTOWN SECONDARY CAMPUS PERSONNEL DIRECTORY

Administrative

Ms. Carol Miller *Principal*

Ms. Lisa Samuel *Assistant Principal*

Mr. Anton Walker *Assistant Principal*

Mrs. Tammy Dietz *RP/PBL*

Mr. Mike Kennedy *RP/PBL*

Mrs. Janelle Sowders *Gifted Coordinator*

Ms. Chelsey Smith *Principals' Secretary/Attendance*

Mr. Gerald Warmack *Athletic Director*

Mrs. Sandy Haskin *Athletic/Attendance Secretary*

Counseling Department

Mrs. Autumn Christensen *Counselor, 9-12 (A-K)*

Ms. Haley Hansberry *Counselor, 9-12 (L-Z)*

Ms. Emily Styles (DH) *Counselor, 7-8*

Mrs. Yvonne Allen-Smith *Counseling Secretary*

Student Support Services

Mr. Al Bolton *Psychologist*

Mrs. Kerry Finley *Psychologist*

Mrs. Cathy McNair *District Social Worker*

Mrs. Jane Delisio *Speech Pathologist*

Kelli Coffey *School Nurse*

Art Department

Mr. Matthew Nichols
Mrs. Julie Ficke (DH)
Ms. Megan Kelly

English Department

Ms. Kristin Barnes
Ms. Macy Bruner
Mr. Tom Budday
Ms. Liz Florea
Mrs. Melissa Hawkins (DH)
Mrs. Brenna Miller
Mr. Tristan Walker

English Language Learner (ELL)	Health/Physical Education
Ms. Jill Parker Ms. Angela Woerner	Mr. Vanius Horton Mrs. Heather Howard (DH) Mr. David Wolferst
Math Department	
Mr. David Backer (DH) Mr. Phil Farr Ms. Calista Flores Mrs. Allison McCrea Mr. Kevin McCrea Ms. Grace Rambo	Media Center
	Mrs. Lara Walker
	Science Department
	Mrs. Tamara Beilke Mr. Matt Breines Mrs. Kelly Cobb (DH) Ms. Kelly Klumb Ms. Kate Pitchford Ms. Molly Proffitt
Music Department	
Mr. Brad Delaney (DH) Mr. Sam Fronk Mr. Daniel Geisel	
Social Studies Department	Special Education Department
Mr. Charlie Crawley (DH) Mr. Braden Pruski Mr. Elijah Sanders Mr. William Seger Mr. Lynn Volz Mr. Max Wildenhaus	Mrs. Sara Diaz Mrs. Sonya Garner (DH) Mr. Koury Johnson Mr. Ben Johnston Mr. Scott Reisbord Mr. Armand Tatum Mrs. Constance Turner
World Languages Department	
Mrs. Shannon Cleghorn Ms. Elizabeth Proctor (DH)	Teacher/Student Aides
Building Technology Coordinator	
Mr. Joe Vlachos	Mrs. Misty Alcorn Mr. Mike Fairman Mrs. Margie Hajer Mrs. Shelly Meyer Mrs. Nicole Sanders
School Resource Officer	
Mr. Bill Summe	

Administrative Team Breakdown

- **Gerald Warmack** - Athletic Director; responsible for student-athletes, coaches and all sporting events.
 - Evaluations will not be by department this year. You could be evaluated by Miller, Samuel or Walker.

Guiding Policy

- Suggestion before complaint (no complaining without having a suggestion)
- Three before me
- Connection before content
- **Every day is a fresh start**