ORGANIZATIONAL CHART

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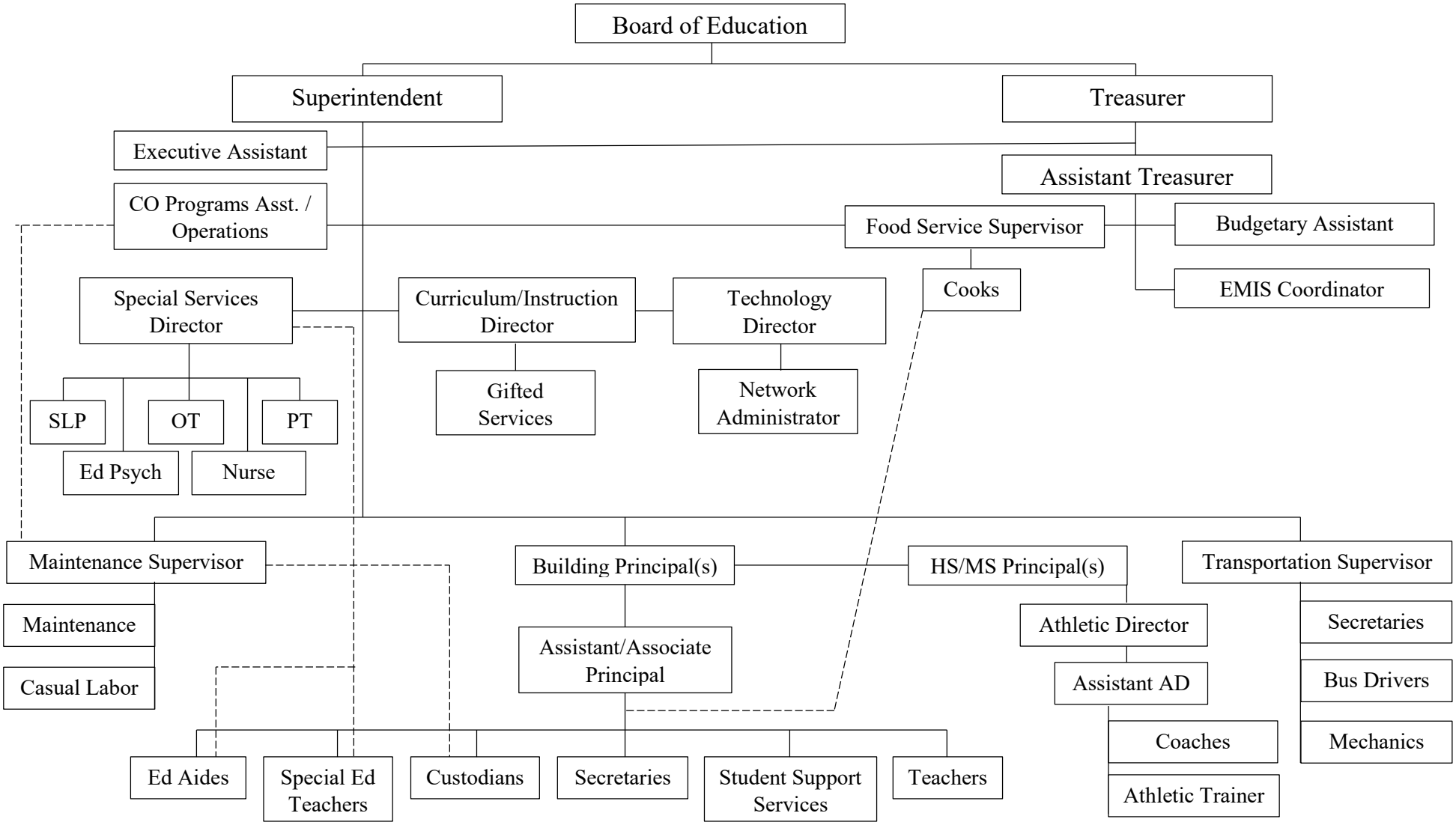

[Adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 19, 2009]
[Re-adoption date: October 21, 2019]
[Re-adoption date: January 10, 2022]

CONTRACT REF.: CCB, Staff Relations and Lines of Authority

Warren Local School District, Vincent, Ohio

——— Direct Line of Authority

- - - - - Indirect Line of Authority

SECTION A: FOUNDATIONS AND BASIC COMMITMENTS

AA	School District Legal Status
ABA	Community Involvement in Decision Making (Also KC)
ABC	Student Involvement in Decision Making (Also JFB)
AC	Nondiscrimination
ACA	Nondiscrimination on the Basis of Sex
ACAA	Sexual Harassment
ACB	Nondiscrimination on the Basis of Disability
AD	Development of Philosophy of Education
ADA	Educational Philosophy
AE	School District Goals and Objectives
AFA	Evaluation of School Board Operational Procedures (Also BK)
AFB	Evaluation of the Superintendent (Also CBG)
AFBA	Evaluation of the Treasurer (Also BCCB)
AFC	Evaluation of Certificated Staff (Also GCN)
AFCA	Evaluation of School Counselors (Also GCNA)
AFD	Evaluation of Classified Staff (Also GDN)
AFE	Evaluation of Instructional Programs (Also IM)
AFI	Evaluation of Educational Resources

SCHOOL DISTRICT LEGAL STATUS

The United States Constitution grants the individual states responsibility for public education.

The Ohio General Assembly is under mandate by the Ohio Constitution to provide for the organization, administration and control of the public school system supported by public funds. The Ohio Constitution also mandates a State Board of Education (SBOE) and a Superintendent of Public Instruction, the respective powers and duties of which are prescribed by State law.

The Ohio General Assembly has also established a State Department of Education (through which policies and directives of the SBOE and Superintendent of Public Instruction are administered) and has established specific types of school districts.

The Warren Local School District is classified as a local school district governed by a locally elected Board of Education.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: April 21, 2014]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: U.S. Const. Amend. X
Ohio Const. Art. VI, 2; 3; 4
ORC 3311.01; 3311.02; 3311.03; 3311.04; 3311.05
3311.16 through 3311.19

CROSS REFS.: BBA, School Board Powers and Duties
BBB, School Board Elections

COMMUNITY INVOLVEMENT IN DECISION MAKING

Community participation in the schools is essential to promote and maintain the quality of education for all students.

In addition to electing fellow citizens to represent them on the Board, all citizens may express ideas, concerns and judgments about the schools to the administration, to the staff, to any appointed advisory bodies and ultimately to the Board. Ideas should be addressed to the responsible individual in an appropriate fashion.

Residents may be invited by the Board to act as advisers, individually and in groups, in such areas as:

1. clarifying general ideas and attitudes held by residents in regard to the schools;

2. assisting in developing Board policies under which the District is to be managed;

3. assisting in establishing administrative arrangements and regulations designed to help implement these policies;

4. determining the purposes of curriculum and special services to be provided for students;

5. evaluating the extent to which these purposes are being achieved by present policies and/or

6. studying a specific problem or set of closely related problems about which a decision must be made.

The Board gives consideration to the advice it receives from individuals and community groups. Final authority for all decisions rests with the Board.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 121.22
OAC 3301-35-04

CROSS REFS.: AD, Development of Philosophy of Education
AFA, Evaluation of School Board Operational Procedures (Also BK)
BCE, Board Committees
BCF, Advisory Committees to the Board
BCFA, Business Advisory Council to the Board
IF, Curriculum Development

STUDENT INVOLVEMENT IN DECISION MAKING

Students share responsibility for developing a climate in the school that is conducive to learning. Through participation in the decision-making process, students can be an important resource for the improvement of the school, the educational system and the community. Periodically, students may be asked to review Board policies and school rules and regulations. Final authority for all decisions rests with the Board.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REF.: OAC 3301-35-04

CROSS REFS.: AD, Development of Philosophy of Education
BCE, Board Committees
BCF, Advisory Committees to the Board
Student Handbooks

NONDISCRIMINATION

The Board is committed to an environment in which all individuals, including students, staff, job applicants, the general public and individuals with whom it does business, are treated with dignity and respect. The Board prohibits discrimination based on race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability, military status or legally acquired genetic information.

District Compliance Officer(s)

The Board designates the following individual(s) to serve as the District's compliance officer:

Title:	Designated Assistant Principal and Treasurer
Address:	220 Sweetapple Rd, Vincent, OH 45784
Phone number:	740-678-2366
Email:	reportdiscrimination@warrenlocal.org

The name, title, and contact information of this individual is annually published in District handbooks and on the District website.

The compliance officer is responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including, but not limited to, Title II of the Americans with Disabilities Act, Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination in Employment Act of 1975.

The compliance officer is responsible for addressing any inquiries or complaints regarding discrimination or retaliation in a prompt and equitable manner.

Reports and Complaints of Unlawful Discrimination/Harassment

Individuals who feel they have been subjected to unlawful discrimination or retaliation may file a complaint, either orally or in writing, with the compliance officer or an administrator, supervisor or other district-level administrator. Employees are required to promptly report to the compliance officer or an administrator, supervisor or other district-level administrator when they become aware of incidents of unlawful discrimination or retaliation. All other persons associated with the District are encouraged to promptly report when they become aware of such incidents. Any administrator, supervisor or district-level administrator who receives such a complaint must forward it to the compliance officer.

The Board has developed complaint procedures, which are made available to every member of the school community. The complaint procedures are not intended to interfere with the rights of any individual to pursue action through State and/or Federal law, contact law enforcement, or file a complaint with the United States Department of Education, Office of Civil Rights, the Ohio Civil Rights Commission or the Equal Employment Opportunity Commission.

The Board has adopted separate policies and procedures for sexual harassment, including the identification of the Title IX Coordinator. All sexual harassment reports must be managed in accordance with the sexual harassment policy and procedure.

Interim Measures and Responsive Action

Upon receiving a complaint, the compliance officer will consider whether any interim measures should be taken to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter discrimination.

The District shall enforce its prohibitions against unlawful discrimination by taking responsive action reasonably calculated to stop and prevent further misconduct. Employees or students who engage in unlawful discrimination or retaliation may be subject to disciplinary action. The Board has identified disciplinary penalties, which may be imposed on the offender(s).

Confidentiality

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

Retaliation

No one shall retaliate against an employee or student because he/she files a grievance; assists or participates in an investigation, proceeding or hearing regarding the charge of discrimination of an individual; or because he/she has opposed language or conduct that violates this policy. Any administrator, supervisor or district-level administrator who is aware of such retaliation shall forward it to the compliance officer. Reported acts of retaliation will be promptly investigated and addressed.

[Adoption date: July 31, 1995]
[Re-adoption date: April 17, 2000]
[Re-adoption date: June 18, 2001]
[Re-adoption date: September 17, 2001]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: January 9, 2017]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 16, 2021]
[Re-adoption date: January 10, 2022]

LEGAL REFS:

Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, Title VII; 42 USC 2000e et seq.
Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
Executive Order 11246, 1965, amended by Executive Order 11375
Equal Pay Act; 29 USC 206
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.
Rehabilitation Act; 29 USC 794
Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Age Discrimination in Employment Act; 29 USC 623
Immigration Reform and Control Act; 8 USC 1324a et seq.
Americans with Disabilities Act; 42 USC 12101 et seq.
Ohio Constitution Art. I, Section 2
ORC Chapter 3323
ORC Chapter 4112
OAC 3301-35-02
CONTRACT REF.: Teachers' Negotiated Agreement
CONTRACT REF.: Support Staff Negotiated Agreement

CROSS REFS: ACA, Nondiscrimination on the Basis of Sex
ACAA, Sexual Harassment
ACB, Nondiscrimination on the Basis of Disability
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
GBA, Equal Opportunity Employment
GBO, Verification of Employment Eligibility
IGAB, Human Relations Education
IGBA, Programs for Students with Disabilities
JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCEA, Gangs
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
Staff Handbooks
Student Handbooks

NONDISCRIMINATION ON THE BASIS OF SEX

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

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

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

[Adoption date: February 16, 2021]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, Title VII; 42 USC 2000e et seq.
Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act; 29 USC 206
Ohio Const. Art. I, Section 2
ORC Chapter 4112

CROSS REFS.: AC, Nondiscrimination
ACAA, Sexual Harassment
ACB, Nondiscrimination of the Basis of Disability
GBA, Equal Opportunity Employment
IGDJ, Interscholastic Athletics
IIAA, Textbook Selection and Adoption
JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
Staff Handbooks
Student Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

SEXUAL HARASSMENT

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

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

Primary

Title: Melcie Wells, Treasurer
Address: 220 Sweetapple Rd., Vincent, OH 45784
Phone number: 740-678-2366
Email: melcie.wells@warrenlocal.org

Secondary

Title: Shane Freshour, WMS Assistant Principal
Address: 220 Sweetapple Rd., Vincent, OH 45784
Phone number: 740-678-2366
Email: shane.freshour@warrenlocal.org

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

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

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

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education program or activity or

3. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8) or "stalking" as defined in 34 USC 12291(a)(30).

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

Retaliation Prohibited

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

Confidentiality

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

Notice Requirements

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

Training Requirements

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings, appeals and informal resolution processes, when applicable, and how to serve impartially including by avoiding prejudgment of the facts at issue, conflicts of interest and bias. The District also ensures that decision-makers and investigators receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual

behavior are not relevant as set forth in the formal procedures that follow, and training on any technology to be used at a live hearing, if applicable. Investigators also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. All materials used to train individuals who receive training under this section must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment and are made publicly available on the District's website.

Conflict of Interest and Bias

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Determination of Responsibility

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

[Adoption date: February 16, 2021]
[Re-adoption date: January 10, 2022]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, Title VII; 42 USC 2000e et seq.
Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act; 29 USC 206
Ohio Const. Art. I, Section 2
ORC Chapter 4112
34 CFR part 106

CROSS REFS.: AC, Nondiscrimination
GBA, Equal Opportunity Employment
GBD, Board-Staff Communications (Also BG)
GBH, Staff-Student Relations (Also JM)
GCPD, Suspension and Termination of Professional Staff Members
GDPD, Suspension, Demotion and Termination of Support Staff Members
IGDJ, Interscholastic Athletics
JB, Equal Educational Opportunities
JEGA, Permanent Exclusion
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JG, Student Discipline
JGD, Student Suspension
JGE, Student Expulsion
JHG, Reporting Child Abuse
KLD, Public Complaints About District Personnel
Staff Handbooks
Student Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement
Support Staff Negotiated Agreement

SEXUAL HARASSMENT GRIEVANCE PROCESS

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

Definitions

The following definitions apply for Title IX policies and procedures:

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

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

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

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

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

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

District Requirements

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

The District treats individuals who are alleged to be the victim (Complainant) and perpetrator

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

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

Timelines

The District has established reasonably prompt time frames for the conclusion of the grievance process, including time frames for filing and resolving appeals and informal resolution processes. The grievance process may be temporarily delayed or extended for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. In the event the grievance process is temporarily delayed for good cause, the District will provide written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action.

Response to a Formal Complaint

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

The District must follow the formal complaint process before the imposition of any disciplinary sanctions or other actions that are not supportive measures. However, nothing in this policy precludes the District from removing a Respondent from the District's education program or

activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal. Nor does it preclude the District from placing a non-student employee Respondent on administrative leave during the pendency of the grievance process. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

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

1. Notice of the allegations of sexual harassment, including information about the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, the date and location of the alleged incident, and any sufficient details known at the time. Such notice must be provided with sufficient time to prepare a response before any initial interview;

2. An explanation of the District's investigation procedures, including any informal resolution process;

3. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation;

4. Notice to the parties that they may have an advisor of their choice who may be, but is not required to be, an attorney, and may inspect and review any evidence and

5. Notice to the parties of any provision in the District's code of conduct or policy that prohibits knowingly making false statements or knowingly submitting false information.

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

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

Investigation of a Formal Complaint

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

1. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the District and not the parties;

2. Provide an equal opportunity for the parties to present witnesses and evidence;

3. Not restrict either party's ability to discuss the allegations under investigation or to gather and present relevant evidence;

4. Allow the parties to be accompanied with an advisor of the party's choice who may be, but is not required to be, an attorney. The District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

5. Provide written notice of the date, time, location, participants, and purpose of any interview or meeting at which a party is expected to participate, with sufficient time for the party to prepare to participate;

6. Provide the parties equal access to review all the evidence collected which is directly related to the allegations raised in a formal complaint and comply with the review periods outlined in this process;

7. Objectively evaluate all relevant evidence without relying on sex stereotypes;

8. Ensure that Title IX Coordinators, investigators, decision-makers and individuals who facilitate an informal resolution process, do not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent;

9. Not make creditability determinations based on the individual's status as Complainant, Respondent or witness;

10. Not use questions or evidence that constitute or seek disclosure of privileged information unless waived.

Dismissal of Formal Complaints

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

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

1. a Complainant provides written notification to the Title IX Coordinator that the Complainant would like to withdraw the formal complaint or any allegations therein;

2. the Respondent is no longer enrolled or employed by the District or

3. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

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

Evidence Review

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

Investigative Report

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

Decision-Maker's Determination

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

Prior to reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party

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

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

1. Identify the allegations potentially constituting sexual harassment;

2. Describe the procedural steps taken, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;

3. Include the findings of fact supporting the determination;

4. Draw conclusions regarding the application of any District policies and/or code of conduct rules to the facts;

5. Address each allegation and a resolution of the complaint including a determination regarding responsibility, the rationale therefor, any recommended disciplinary sanction(s) imposed on the Respondent, and whether remedies designed to restore or preserve access to the educational program or activity will be provided by the District to the Complainant and

6. The procedures and permissible bases for the Complainant and/or Respondent to appeal the determination.

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

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

Where a determination of responsibility for sexual harassment has been made against the Respondent, the District will provide remedies to the Complainant that are designed to restore or

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

Appeals

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

1. Procedural irregularity that affected the outcome of the matter;

2. New evidence that was not reasonably available at the time that could affect the outcome and

3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent that affected the outcome.

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

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

Informal Resolution Process

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

1. Provides to the parties a written notice disclosing:

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

2. Obtains the parties' voluntary, written consent to the informal resolution process.

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

Recordkeeping

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

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

The District must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity.

[Adoption date: February 16, 2021]
[Re-adoption date: January 10, 2022]

NONDISCRIMINATION ON THE BASIS OF DISABILITY

The Board maintains that discrimination against a qualified person with a disability solely on the basis of disability is unfair. To the extent possible, a qualified person with a disability should be in the mainstream of life in a school community. In addition, the District is the recipient of federal funds and therefore must be in compliance with all laws and regulations that deal with individuals with disabilities.

Accordingly, employees of the District comply with the law and Board policy to ensure nondiscrimination on the basis of disability. The following is expected.

1. No one discriminates against qualified persons with a disability in any aspect of school employment solely on the basis of disability.

2. Facilities, programs and activities are made available to qualified persons with a disability.

3. Free appropriate public education at elementary and secondary levels, including nonacademic and extracurricular services and activities, are provided to qualified persons with a disability.

4. No one excludes any qualified person with a disability, solely on the basis of disability, from participation in any preschool education, day care, adult education or career-technical education program.

5. Each qualified person with a disability is provided with the same health, welfare and other social services that are provided to others.

[Adoption date: July 31, 1995]
[Re-adoption date: November 20, 2000]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Rehabilitation Act of 1973; 29 USC 794
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
ORC Chapter 3323
Chapter 4112

CROSS REFS.: AC, Nondiscrimination
GBA, Equal Opportunity Employment
IGBA, Programs for Students with Disabilities
IGDJ, Interscholastic Athletics
JB, Equal Educational Opportunities
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
Staff Handbooks
Student Handbooks

DEVELOPMENT OF PHILOSOPHY OF EDUCATION

The Board's philosophy of education gives direction to the educational program and daily operations of the District.

Periodically, the policy committee of the Board and the Superintendent evaluate the philosophy of education. Suggestions from both the staff and community are considered.

The committee revises or confirms the existing philosophy or writes a new statement of philosophy. The committee presents its recommendation regarding a philosophy of education to the Board for adoption or re-adoption.

All building and curriculum philosophies reflect and extend the Board's philosophy. The Superintendent disseminates the Board's philosophy of education to all staff members and directs that it be published in all handbooks.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-05

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
ABC, Student Involvement in Decision Making (Also JFB)
ADA, Educational Philosophy
BF, Board Policy Development and Adoption
BFG, Policy Review and Evaluation

EDUCATIONAL PHILOSOPHY

The Board is committed to providing a program of education that is consistent with the following tenets.

1. Education contributes to the continuous improvement of our democratic society and the cultures it encompasses through the development of concerned, contributing and patriotic citizens.

2. The dignity and worth of the individual is respected. Each individual is given the opportunity to participate in our society to the best of his/her ability.

3. The educational program is conducive to the optimum intellectual, physical, social and emotional development of all youth.

4. Basic knowledge, skills, understandings and appreciations are necessary for full-life functioning.

5. All youth are introduced to the humanities and the arts and provided the opportunity to pursue further studies in these areas.

6. The immediate and projected personal and societal needs of our youth receive continuous appraisal.

7. The development of self-appraisal skills, decision-making techniques and self-discipline by our youth helps them in assuming the responsibility for setting realistic immediate and long-range personal, academic and career goals.

8. The development of moral and ethical values on the part of youth is an important aspect of personal maturity for which the parents assume the primary responsibility. However, the schools strive to reinforce their efforts.

9. Continuous physical, mental and emotional growth and development is promoted through the maintenance of appropriate educational programs for youth.

10. Self-realization and self-expression are encouraged.

11. The educational program meets or exceeds the State Board of Education standards.

12. The development and implementation of a program of continuous evaluation based upon stated goals and objectives are necessary for effective program revision and improvement.

[Adoption date: August 21, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03

CROSS REFS.: AD, Development of Philosophy of Education
AE, School District Goals and Objectives
IA, Instructional Goals
Continuous Improvement Plan

SCHOOL DISTRICT GOALS AND OBJECTIVES

1. Develop Mastery of Basic Skills. The District promotes the acquisition of basic comprehension, communication and computation skills to the greatest extent possible for each student. Efforts are made to offer each student opportunities to master the basic skills needed to pursue his/her chosen goals.

2. Gain Knowledge and Experience in Natural Sciences, Social Sciences, Humanities and Fine Arts. The District provides opportunities and encouragement for students to gain knowledge and experience in the sciences, humanities and arts.

3. Develop a Positive Self-Image. The District attempts to respond to each student's need to develop a positive self-image and enhances his/her ability to determine, understand and examine his/her own capabilities, interests and goals.

4. Develop Skills of Constructive and Critical Thinking. The District fosters skills of constructive and critical thinking in order to enable each student to deal effectively with conditions and problems in an independent, self-fulfilling and responsible manner.

5. Develop Skills Appropriate to a Technological Society. The District provides students with information necessary to function in a rapidly changing workplace.

6. Develop Respect for Others and the Law. The District promotes the development of students to enable them to become mature, responsible citizens with respect for the rights of others and the law.

7. Gain Lifelong Learning Skills. The District promotes an eagerness for learning that encourages each student to continue to benefit from educational opportunities beyond formal schooling.

8. Gain Understanding of Value Systems, Cultures and Heritage. The District provides an opportunity for each student to gain knowledge and understanding of social skills so that he/she is prepared to participate responsibly and successfully in a pluralistic society.

9. Gain Understanding of Economic Roles in Society. The District encourages each student to gain a critical understanding of his/her role as a producer and consumer of goods and services and of the principles involved in the production of goods and services.

10. Gain Knowledge and Understanding of the Environment. The District encourages student development of an appreciation for the maintenance, protection and improvement of the physical environment.

11. Develop Positive Health Habits and Physical Skills. The District helps students develop good habits concerning care of the body and avoidance of harmful effects of drugs, alcohol and tobacco. Lifelong physical fitness, including lifetime recreational skills, is promoted.

12. Develop Within the Community a Sense of Pride in the Schools. The District highlights the strengths of the education program and invites the community to participate in school functions.

13. Continual Evaluation and Revision of Curriculum. The District provides, through the evaluation process, a curriculum that is pertinent to student and community needs.

[Adoption date: August 21, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: OAC 3301-35-02; 3301-35-04

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
ADA, Educational Philosophy
IA, Instructional Goals
IAA, Instructional Objectives
KA, School-Community Relations Goals
Continuous Improvement Plan

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board may plan and carry through a periodic appraisal of its functioning as a board. This appraisal considers the broad realm of relationships and activities inherent in Board responsibilities.

The appraisal process and instrument are determined by the Board. The following are areas of Board operations and relationships representative of those in which objectives may be set and progress appraised:

1. Board meetings;
2. policy development;
3. fiscal management;
4. long-range/strategic planning;
5. Board role in educational program development;
6. Board member orientation;
7. Board member development;
8. Board officer performance;
9. Board-Superintendent relationships;
10. Board-Treasurer relationships;
11. Board-staff relationships;
12. Board-community relationships;
13. legislative and governmental relationships and
14. management team development and utilization.

The Superintendent, Treasurer and others who regularly work with the Board are asked to participate in establishing objectives and reviewing progress.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
BA, Board Operation Goals
BCB, Board Officers
BCCD, Board-Treasurer Relationship
BCD, Board-Superintendent Relationship (Also CBI)
BD, School Board Meetings
BF, Board Policy Development and Adoption
BG, Board-Staff Communications (Also GBD)
BHA, New Board Member Orientation
DA, Fiscal Management Goals
KA, School-Community Relations Goals

EVALUATION OF THE SUPERINTENDENT

The Board evaluates the performance of the Superintendent in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

Through evaluation of the Superintendent, the Board strives to:

1. clarify the role of the Superintendent as seen by the Board;
2. develop harmonious working relationships between the Board and the Superintendent;
3. provide administrative leadership for the District and
4. identify strengths and weaknesses of the Superintendent's performance.

Criteria for the evaluation of the Superintendent are based upon the Superintendent's job description and relate directly to each of the tasks described. The job description and any revisions thereto are developed in consultation with the Superintendent and adopted by the Board.

The Board evaluates the abilities and services of the Superintendent at least once a year.

The evaluation of the Superintendent's abilities and performance is written and made available to and discussed with the Superintendent. The Board considers the evaluation of the Superintendent in acting to renew or nonrenew his/her contract.

This evaluation procedure does not create an expectancy of continued employment. Nothing contained herein prevents the Board from making any final determination regarding the renewal or nonrenewal of the Superintendent's contract.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3319.01; 3319.16

CROSS REFS.: BDC, Executive Sessions
CBA, Qualifications and Duties of the Superintendent
CBC, Superintendent's Contract
CBI, Board-Superintendent Relationship (Also BCD)

EVALUATION OF THE TREASURER

The Board evaluates the performance of the Treasurer in order to assist both the Board and the Treasurer in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

The objectives of the Board's evaluation of the Treasurer are to:

1. promote professional excellence to improve the skills of the Treasurer;

2. improve the quality of District business practices and

3. provide a basis for the review of the Treasurer's performance.

Criteria for the evaluation of the Treasurer are based upon the Treasurer's job description and relate directly to each of the tasks described. The job description and any revisions thereto are developed in consultation with the Treasurer and adopted by the Board.

The evaluation of the Treasurer's abilities and performance is written and made available to and discussed with the Treasurer. The Board considers the evaluation of the Treasurer in acting to renew or nonrenew his/her contract.

Evaluation criteria are reviewed as necessary or as requested by the Treasurer, but not less frequently than annually. Any proposed revision of the evaluation criteria is provided to the Treasurer for his/her comments before its adoption.

This evaluation procedure does not create an expectancy of continued employment. Nothing contained herein prevents the Board from making any final determination regarding the renewal or nonrenewal of the Treasurer's contract.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: April 16, 2007]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.22
3319.16

CROSS REFS.: AF, Commitment to Accomplishment
BCC, Qualifications and Duties of the Treasurer
BCCA, Incapacity of the Treasurer
BCCC, Treasurer's Contract
BCCD, Board-Treasurer Relationship
BDC, Executive Sessions

EVALUATION OF CERTIFICATED STAFF
(Ohio Teacher Evaluation System)

A determination of the efficiency and effectiveness of the teaching staff is a critical factor in the overall operation of the District. The Board evaluates teachers in accordance with State law and the standards-based statewide teacher evaluation framework adopted by the State Board of Education (SBOE).

Notwithstanding Ohio Revised Code Section (RC) 3319.09, this policy applies to any person employed under a teacher license issued under RC 3319, or under a professional or permanent teacher's certificate issued under former RC 3319.222, and who spends at least 50% of the time employed providing content-related student instruction. This teacher evaluation policy does not apply to substitute teachers or instructors of adult education.

The Board directs the Superintendent/designee to implement this policy in accordance with State law. This policy has been developed in consultation with teachers employed by the Board. This policy becomes effective at the expiration of any collective bargaining agreement covering teachers employed by the Board that was in effect on November 2, 2018 and must be included in any renewal or extension.

The District will follow policies and procedures in place during the 2019-2020 school year for the 2020-2021 school year and will implement this policy beginning with the 2021-2022 school year.

Credentialed Evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education (ODE).

Final Holistic Rating and Evaluation Cycle

Teachers are assigned a final holistic rating of Accomplished, Skilled, Developing or Ineffective. This rating will be based on a combination of informal and formal observations and supporting evidence using the Teacher Evaluation Rubric.

Annually, the Board submits to the ODE the number of teachers assigned a final holistic rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated. The name of, or any personally identifiable information about, any teacher reported in compliance with this provision cannot be required.

The full evaluation cycle includes:

- Professional Growth/Improvement Plan;
- One formal holistic observation, followed by a conference;
- At least two classroom walkthroughs – with an emphasis on identified focus area(s) when applicable;
- One formal focused observation – with an emphasis on identified focus area(s) and
- One final summative conference.

The teacher performance measure of the evaluation cycle is aligned with the following Ohio Standards for the Teaching Profession:

- Understand student learning and development, respect student diversity and hold high expectations for all students to achieve and progress at high levels;
- Understand the content areas for which they have instructional responsibility;
- Understand and use varied assessments to inform instruction and evaluate and ensure student learning;
- Plan and deliver effective instruction that advances the learning of each student;
- Create learning environments that promote high levels of learning and achievement for all students;
- Collaborate and communicate with students, parents, other teachers, administrators and the community to support student learning and
- Assume responsibility for professional growth and performance as an individual and as a member of a learning community.

The Superintendent/designee selects/develops evaluation tools to calculate teacher performance. The Board directs the Superintendent/designee to develop procedures for these evaluation tools.

Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

All teacher evaluations are completed by May 1. Teachers evaluated under this policy are provided with a written copy of their evaluation results by May 10.

The Board evaluates teachers receiving effectiveness ratings of Accomplished on those teachers' most recent evaluations every three years, provided the teacher submits a self-directed Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. Such evaluations are completed by May 1 of the evaluation year. Teachers evaluated on this basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

The Board evaluates teachers receiving effectiveness ratings of Skilled on those teachers' most recent evaluations every two years, provided the teacher and evaluator jointly develop a Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

High-Quality Student Data

High-quality student data (HQSD) is used to guide instructional decisions and meet student learning needs. HQSD used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- Align to learning standards;
- Measure what is intended to be measured;
- Be attributable to a specific teacher for course(s) and grade level(s) taught;
- Demonstrate evidence of student learning (achievement and/or growth);
- Follow protocols for administration and scoring;
- Provide trustworthy results and
- Not offend or be driven by bias.

AND the teachers must use the data generated from the HQSD data instrument by:

- Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning;
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class, as well as individual students;
- Informing instruction and adapting instruction to meet student need based upon the information gained from the data analysis and
- Measuring student learning (achievement and/or growth) and progress towards achieving state and local standards.

Evaluations use at least two measures of HQSD to provide evidence of student learning attributable to the teacher being evaluated when required.

When applicable to the grade level or subject area taught by a teacher, HQSD includes the value-added progress dimension established under RC 3302.021, except when otherwise prohibited by law.

HQSD may be used as evidence in any component of the evaluation where applicable.

Data from ODE vendor approved assessments may be considered HQSD.

The use of shared attribution measures or student learning objectives is prohibited.

Professional Growth and Improvement Plans

Each teacher must develop a Professional Growth or Improvement Plan based on the results of their most recent evaluation. These plans are to be developed annually and must be based on the results of the evaluation and aligned to any existing district or building improvement plan.

Teachers with a final holistic rating of Accomplished must develop a self-directed Professional Growth Plan.

Teachers with a final holistic rating of Skilled must develop a Professional Growth Plan working jointly with the credentialed evaluator.

Teachers with a final holistic rating of Developing must develop a Professional Growth Plan that is guided by their assigned credentialed evaluators.

Teachers with a final summative rating of Ineffective will be placed on an Improvement Plan developed by the assigned credentialed evaluators.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use in making retention and promotion decisions based on evaluation results.

Seniority shall not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations.

Poorly Performing Teachers

The Board uses evaluation results for removing poorly performing teachers. The Board adopts procedures for removing poorly performing teachers based on evaluation results.

Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: July 1, 2013]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 16, 2021]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3319.11; 3319.111; 3319.112; 3319.16; 3319.61
Chapter 4117
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records
GCB, Professional Staff Contracts and Compensation Plans
GCL, Professional Staff Development Opportunities

CONTRACT REF.: Teachers' Negotiated Agreement

EVALUATION OF PROFESSIONAL STAFF
(ADMINISTRATORS BOTH PROFESSIONAL AND SUPPORT)

The Superintendent institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code (RC). Evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator.

In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. A written copy of the preliminary evaluation is given to the administrator at this time. Evaluations are considered by the Board in determining whether to re-employ administrators.

The final evaluation includes the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

The evaluation measures the administrator's effectiveness in performing the duties included in his/her written job description and the specific objectives and plans developed in consultation with the Superintendent.

Evaluation criteria for each position are in written form and are made available to the administrator. The results of the evaluations are kept in personnel records maintained in the central office. The evaluated administrator has the right to attach a memorandum to the written evaluation. Evaluation documents, as well as information relating thereto, are accessible to each evaluatee and/or his/her representative.

This evaluation procedure does not create an expectancy of continued employment. Nothing contained herein prevents the Board from making any final determination regarding the renewal or nonrenewal of an administrator's contract.

Ohio Principal Evaluation System (OPES)

Principals and assistant principals are evaluated in accordance with the statutory administrator evaluation requirements of RC 3319.02 and the State Board of Education (SBOE) adopted Ohio Principal Evaluation System (OPES) 2.0 Framework aligned with the Ohio Standards for Principals (2018) adopted under State Law

Using multiple factors set forth in the OPES 2.0 Framework, principals and assistant principals will receive a final holistic rating of Accomplished, Skilled, Developing or Ineffective. This rating will be based on a combination of observations and supporting evidence using the administrator performance evaluation rubric.

Essential Components

Essential components of the evaluation process consist of the development of a professional growth or improvement plan, two formal observations of at least 30 minutes each, walk-throughs and a final summative conference.

Professional Growth and Improvement Plans

A professional growth or improvement plan will be developed annually with each administrator and be based upon the results of previous evaluations available within the District and aligned to an existing building or District continuous improvement plan and/or goals. The District has discretion to place an administrator on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

High-Quality Student Data

The evaluation uses at least two measures of District-determined high-quality student data (HQSD) to provide evidence of student learning attributable to the administrator, the data may be used as evidence in any component of the evaluation, where applicable. When applicable, the value-added progress dimension must be included as one of the measures of HQSD.

The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- align to learning standards;
- measure what is intended to be measured;
- be attributable to the administrator;
- demonstrate evidence of student learning (achievement and/or growth);
- follow protocols for administration and scoring;
- provide trustworthy results;
- not offend or be driven by bias.

AND the HQSD must be used by the administrator to:

- measure student learning (achievement and/or growth) and progress toward achieving State and local standards;
- facilitate the critical reflection and analysis of HQSD as part of an ongoing cycle of support for improving student learning and enhancing educator professional practice;
- ensure each student's learning needs and styles, as well as strengths and weaknesses of an entire class, subject or grade level, are addressed through instruction.

Timelines and Additional Considerations

Each administrator subject to OPES must be evaluated annually and receive a written report of the evaluation. The administrator must have at least a preliminary evaluation and at least a final evaluation in any school year the administrator's contract is due to expire. A written copy of the preliminary evaluation shall be provided to the administrator at least 60 days prior to any Board action on the contract of employment. This written copy of the first formal observation, signed by the evaluator, shall serve as the preliminary evaluation to meet the requirements of State law. The final evaluation (second formal observation) shall include a recommendation to the Board regarding a contract of employment for the administrator. A written copy of the evaluation must be provided to the administrator at least five days prior to the Board acting to renew or nonrenew the contract.

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date: July 31, 1995]
[Re-adoption date: October 16, 2000]
[Re-adoption date: December 30, 2002]
[Re-adoption date: July 1, 2013]
[Re-adoption date: October 21, 2019]
[Re-adoption date: January 10, 2022]

LEGAL REFS: Ohio Standards for Principals (2018)
ORC 3319.02
ORC 3319.03
ORC 3319.04
ORC 3319.111
ORC 3319.16
ORC 3319.17
ORC 3319.171
ORC 3319.22
OAC 3301-35-05
CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records

EVALUATION OF CERTIFICATED STAFF
(Administrators Both Certificated and Classified)

To assist administrators in the development of their professional abilities, to provide information for employment decisions and to comply with mandates of State law, the following procedures are employed by the Superintendent/designee in evaluating administrative personnel.

1. An initial meeting is held by the Superintendent prior to the school year with the assistant superintendents and administrators to discuss specific measurable objectives and plans for their achievement. A statement of these objectives and plans is submitted by each administrator to the Superintendent/designee at a time specified. These objectives and plans are written and maintained in each administrator's personnel file.

2. The evaluator employs the evaluation criteria, which are designed to measure the administrator's effectiveness in performing the duties set forth in his/her written job description. All administrators will be evaluated prior to the end of their contract year. The evaluator will also assess the administrator's progress in meeting plans and objectives set for that school year. Areas of outstanding, satisfactory and poor performance will be noted. The Superintendent/designee will meet with each administrator to discuss the written evaluation. The evaluatee is given a copy of the evaluation and has an opportunity to discuss it with the evaluator at this second meeting.

3. An ongoing dialogue concerning the administrator's objectives will continue and the evaluator and evaluatee will meet as needed or requested.

4. For those employees whose contracts are expiring at the end of the current school year, two evaluations must be completed. A written copy of the preliminary evaluation must be received by the employee at least 60 days prior to any Board action on the employee's contract. A final evaluation must include the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract.

5. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

6. Assistant superintendents, business managers, principals, assistant principals and other administrators are automatically re-employed for a period of one year, or for two years if such person has been employed by the District for three or more years, if they are not evaluated according to State law or provided a meeting, if requested, to discuss their renewal or nonrenewal.

7. All evaluation criteria, procedures and written job descriptions are reviewed annually by the Superintendent/designee and revised as necessary.

(Approval date: July 31, 1995)
(Re-approval date: October 16, 2000)
(Re-approval date: December 30, 2002)
(Re-approval date: July 1, 2013)
(Re-approval date: October 21, 2019)

EVALUATION OF SCHOOL COUNSELORS

Professional school counselors offer students access to high-quality services that support students' academic, career and social/emotional development. The Board evaluates school counselors in accordance with State law and the standards-based statewide counselor evaluation framework adopted by the State Board of Education (SBOE). The framework is aligned with the Ohio Standards for School Counselors.

The Board directs the Superintendent/designee to implement this policy in accordance with State law. The policy becomes operative at the expiration of any collective bargaining agreement covering school counselors that is in effect on September 29, 2015. The requirements of this policy prevail over any conflicting provisions of collective bargaining agreements entered into on or after September 29, 2015.

Annually, the Board submits to the Ohio Department of Education (ODE) a report regarding implementation of this policy. The name of, or any personally identifiable information about, any counselor reported in compliance with this provision cannot be required.

Effectiveness Rating

School counselors are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. Each school counselor is evaluated based on multiple factors including performance on all areas identified by the standards for school counselors and the ability to produce positive student outcomes using metrics in order to determine the holistic final summative rating of effectiveness according to ODE requirements. The choice of metrics for student outcomes will be determined locally and will include information from the school or school district's report card when appropriate.

Evaluation Time Line

District administrators evaluate school counselors annually except as otherwise appropriate for high performing school counselors. Annual evaluations include two formal observations of at least 30 minutes each and informal observations. Counselors will be provided with a written report of the evaluation.

The Board evaluates school counselors receiving effectiveness ratings of Accomplished on the counselors' most recent evaluations carried out under this policy, and whose metric of student outcomes for the most recent school year for which data is available is skilled or higher on the evaluation rubric every three years. In years when an evaluation will not take place, one observation is carried out and at least one conference with the counselor is held.

The Board evaluates school counselors receiving effectiveness ratings of Skilled on the counselors' most recent evaluations carried out under this policy, and whose metric of student outcomes for the most recent school year for which data is available is skilled or higher on the evaluation rubric every two years. In years when an evaluation will not take place, one observation is carried out and at least one conference with the counselor is held.

Professional Growth and Improvement Plans

School counselors with a final summative rating of Accomplished must develop a professional growth plan.

School counselors with a final summative rating of Skilled must develop a professional growth plan collaboratively with their evaluator.

School counselors with a final summative rating of Developing must develop a professional growth plan with their evaluator. The Superintendent/designee approves the professional growth plan.

School counselors with a final summative rating of Ineffective must develop an improvement plan with their evaluator. The Superintendent/designee approves the improvement plan.

The District has discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions for school counselors beginning with the 2017-2018 school year. The Board adopts procedures for use by District administrators in making retention and promotion decisions based on evaluation results.

Poorly Performing Counselors

The Board uses evaluation results for removing poorly performing counselors beginning with the 2017-2018 school year. The Board adopts procedures for removing poorly performing school counselors based on evaluation results.

Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date: October 17, 2016]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3319.113; 3319.61
3302.03
Chapter 4117
OAC 3301-35-05

CROSS REFS.: GBL, Personnel Records
GCB, Certificated Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

EVALUATION OF CLASSIFIED STAFF

Regular evaluation of all classified staff is intended to bring about improved services and to provide a continuing record of the service of each employee and evidence on which to base decisions relative to assignment and re-employment.

The Superintendent establishes a continuing program of performance evaluation for the classified staff. The program includes written evaluations and a means of making the results known to the evaluated employee.

The services of all classified staff employees are evaluated. Procedures used in the evaluation process are subject to Board approval or in accordance with the negotiated agreement and/or State law.

[Adoption date: July 31, 1995]
[Re-adoption date: October 16, 2000]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC Chapter 124
Chapter 4117
3319.081
OAC 3301-35-05

CROSS REF.: GBL, Personnel Records

CONTRACT REF.: Classified Staff Negotiated Agreement

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board believes that accountability for student performance and progress is a shared responsibility of teachers, administrators, parents and the Board. Individual student progress and the instructional efforts of the District are evaluated systematically. It is the responsibility of the Superintendent and the instructional staff to report periodically to the Board on the progress the District is making towards the attainment of its instructional goals.

The Board directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the instructional program against the goals established by the Board. The Superintendent/designee employs such tests and methods as may be deemed appropriate in the Superintendent's/designee's sound professional judgment. The assessment program follows the evaluation procedures set forth in the courses of study and curriculum guides.

The purposes of the evaluation process are to:

1. monitor the progress of individual students;

2. identify strengths and weaknesses of existing instructional programs;

3. provide data for decision making regarding additions to, modification of or deletions from the existing instructional programs;

4. report to the public the relationship between the stated instructional goals of the District and student achievement and

5. all other relevant data that the Superintendent deems necessary.

The Superintendent is instructed to remain informed relative to current research and successful practices and to employ the best and most reliable methods and measures in the evaluative process. The results of the testing programs are used as a part of the evaluation.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: OAC 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs

EVALUATION OF EDUCATIONAL RESOURCES

The Superintendent evaluates the effectiveness of the educational resources used by the District to achieve the District's educational goals and objectives.

The individual resource areas are assessed yearly while the overall program is assessed every three years, or when deemed necessary, according to professionally recognized criteria and procedures.

Following are the educational resources listed in the State Board of Education standards.

1. Certificated and classified staff are recruited, employed, assigned, evaluated and provided in-service education without unlawful discrimination.

2. Instructional materials and equipment support attainment of objectives specified in courses of study.

3. Facilities accommodate the enrollment and the philosophy of education and educational goals of the school.

4. Student health and safety are safeguarded by an organized program of school health services designed to identify student health problems and to coordinate school and community health resources for students.

5. Student cumulative records are maintained.

6. Student admission, placement and withdrawal are processed according to established procedures.

7. Student attendance and conduct are administered according to established objectives and procedures.

8. School guidance services are provided for students in accordance with a written plan adopted by the Board.

9. Student activity programs are operated in accordance with the Board's philosophy of education and educational goals and safeguard the interest of the school, participants and spectators. Schools will not sponsor interscholastic athletics for students in kindergarten through sixth grade.

10. A planned community relations program is implemented to encourage citizen participation in, and support for, the educational program.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: OAC 3301-35-03; 3301-35-04

CROSS REFS.: AC, Nondiscrimination
IA, Instructional Goals
IF, Curriculum Development
IGD, Cocurricular and Extracurricular Activities
IK, Academic Achievement
IKE, Promotion and Retention of Students
JEDA, Truancy
JHF, Student Safety
JO, Student Records
KA, School-Community Relations Goals

SECTION B: SCHOOL BOARD GOVERNANCE AND OPERATIONS

BA	Board Operation Goals
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BBA	School Board Powers and Duties
BBAA	Board Member Authority (And Duties)
BBB	School Board Elections
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BCCC	Treasurer's Contract
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BDC	Executive Sessions
BDDA	Notification of Meetings
BDDB	Agenda Format
BDDC	Agenda Preparation and Dissemination
BDDF	Voting Method
BDDG	Minutes
BDDH	Public Participation at Board Meetings (Also KD)
BDDJ	Broadcasting and Taping of Board Meetings (Also KBCD)

BF	Board Policy Development and Adoption
BFCA	Board Review of Regulations (Also CHB)
BFD	Policy Dissemination
BFE	Administration in Policy Absence (Also CHD)
BFF	Suspension of Policies
BFG	Policy Review and Evaluation
BG	Board-Staff Communications (Also GBD)
BHA	New Board Member Orientation
BHBA	School Board Conferences, Conventions and Workshops
BHD	Board Member Compensation and Expenses
BI	School Board Legislative Program
BJA	Liaison with School Boards Associations
BK	Evaluation of School Board Operational Procedures (Also AFA)

BOARD OPERATION GOALS

The primary responsibility of the Board is to establish purposes, programs and procedures that produce the educational achievement needed by District students. The Board is also responsible for wise management of resources available to the District. The Board must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy and by evaluating the results. The Board carries out its functions openly, while seeking the involvement and contributions of the public, students and staff in its decision-making processes.

In accordance with these principles, the Board seeks to achieve the following goals to:

1. concentrate the Board's collective effort on its policymaking and planning responsibilities;

2. formulate Board policies that best serve the educational interests of each student;

3. provide the Superintendent with sufficient and adequate guidelines for implementing Board policies;

4. maintain effective communication with the school community, the staff and the students in order to maintain awareness of attitudes, opinions, desires and ideas;

5. allow those responsible for carrying out objectives to contribute to their formation;

6. conduct Board business openly, soliciting and encouraging broad-based involvement in the decision-making process by the public, students and staff and

7. review its performance relative to the goals on a periodic basis.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.17; 3313.20(A); 3313.47

CROSS REF.: AFA, Evaluation of School Board Operational Procedures (Also BK)

SCHOOL BOARD LEGAL STATUS

The Ohio General Assembly has delegated responsibility for the conduct of public schools in each school district to a local board of education. Boards of education are political subdivisions of the state and members of a board are officials elected by the citizens of a district to represent them in the management of the public schools.

Legally, a board of education is a body politic and corporate, capable of suing and being sued; contracting and being contracted with; acquiring, holding, possessing and disposing of real and personal property; and taking and holding in trust for use of the District any grant or gift of land, money or other personal property.

The Board of the Warren Local School District is composed of five members elected by the citizens of the District. A regular term is four years.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3311.01; 3311.02; 3311.03; 3311.04; 3311.05; 3311.056; 3311.19
3313.01; 3313.02; 3313.09; 3313.17

CROSS REFS.: AA, School District Legal Status
BBA, School Board Powers and Duties
BBB, School Board Elections

SCHOOL BOARD POWERS AND DUTIES

Under the laws of the state of Ohio, the Board acts as the governing body of the public schools. Within the extent of its legal powers, the Board has responsibilities for operating the District in accordance with the desires of local citizens who elect its members.

The Board's major responsibilities are to:

1. select and employ a Superintendent;

2. select and employ a Treasurer;

3. determine and approve the annual budget and appropriations;

4. provide needed facilities;

5. provide for the funds necessary to finance the operation of the District;

6. consider and approve or reject the recommendations of the Superintendent and Treasurer;

8. evaluate the effectiveness with which the District is achieving the educational purposes of the Board;

9. inform the public about the progress and needs of the District and to solicit and weigh public opinion as it affects the District and

10. adopt policies for its governance and the governance of its employees and the students of the District.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.17; 3313.18; 3313.20(A); 3313.22; 3313.37; 3313.375; 3313.39; 3313.47
3315.07
3319.01
5705.01(A); 5705.03; 5705.28

CROSS REFS.: BB, School Board Legal Status
BBAA, Board Member Authority

BOARD MEMBER AUTHORITY
(And Duties)

Because all powers of the Board lie in its action as a group, individual members exercise their authority over District affairs only as they vote to take action at a legal meeting of the Board.

An individual Board member acts on behalf of the Board only when, by vote, the Board has delegated authority to the member.

It is the duty of the individual members of the Board to attend all legally called meetings of the Board, except for compelling reasons to the contrary, to participate in normal Board business operations and represent all citizens' interests in matters affecting education.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 121.22
3313.18; 3313.33

CROSS REF.: BBA, School Board Powers and Duties

SCHOOL BOARD ELECTIONS

Members of the Board are elected at large by the qualified voters of the District on a nonpartisan ballot on the first Tuesday following the first Monday in November in odd-numbered years.

Each Board member is elected to a four-year term of office, which begins on the first day of January after the election. Terms expire on December 31, except as otherwise provided by law. In a four-year period, terms are staggered so that two members are elected in one-half of the four-year period, and three elected in the other half.

Candidates for election are nominated by petition. In local and exempted village districts, the petition must be signed by 25 qualified electors of the District.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3.01
3313.01; 3313.02; 3313.04; 3313.05; 3313.07; 3313.08; 3313.09
3501.01; 3501.02(D); 3501.38
3513.254; 3513.255; 3513.256

CROSS REF.: BB, School Board Legal Status

BOARD MEMBER QUALIFICATIONS

Under State law, a board member must be an elector residing in the District. To qualify as an elector, a person must be a citizen of the United States, 18 years of age or older, a resident of the state for at least 30 days prior to the election and a resident of the county and precinct in which he/she offers to vote for at least 30 days prior to the election.

A variety of other public positions, elected and appointed, have been determined by the General Assembly or the courts to be incompatible with board membership. Generally, offices are considered incompatible when one is subordinate to, or in any way provides a check upon, the other, or when it is physically impossible for one person to discharge the duties of both positions.

Before taking office, each person elected or appointed to the Board is required by law to take an oath of office.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3311.19
3313.02; 3313.10; 3313.13; 3313.70
3503.01
Chapter 3517

CROSS REFS.: BBBB, Board Member Oath of Office
BBE, Unexpired Term Fulfillment (Board Vacancy)
BBFA, Board Member Conflict of Interest

BOARD MEMBER OATH OF OFFICE

Before entering upon the duties of his/her office, each person elected or appointed a member of the Board takes an oath to support the Constitution of the United States and the state of Ohio and that he/she will perform faithfully the duties of his/her office. Such oath may be administered by the Treasurer, any member of the Board or any person qualified to administer an oath.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3.24
3313.10

CROSS REF.: BBBA, Board Member Qualifications

BOARD MEMBER OATH OF OFFICE

"Do you solemnly swear (or affirm) that you will support the Constitution of the United States and the Constitution of the state of Ohio; and that you will faithfully and impartially discharge your duties as members of the Board of Education of the Warren Local School District, Washington County, Ohio, to the best of your ability, and in accordance with the laws now in effect and hereafter to be enacted, during your continuance in said office, and until your successor is elected and qualified." The answer is "I do."

_____

Member's Signature

UNEXPIRED TERM FULFILLMENT
(Board Vacancy)

A vacancy on the Board may be caused by:

1. death;
2. nonresidence;
3. resignation;
4. removal from office;
5. failure of a person elected or appointed to qualify within 10 days after the organization of the Board or of his/her appointment or election;
6. relocation beyond District boundaries or
7. absence from Board meetings for a period of 90 days, if the reasons for the absence are declared insufficient by a two-thirds vote of the remaining Board members. (The vote must be taken not earlier than 30 days after the 90-day period of absence.)

Any such vacancy will be filled by the Board at its next regular or special meeting not earlier than 10 days nor later than 30 days after the vacancy occurs. A majority vote of all the remaining members of the Board is required to fill the vacancy.

Each person selected to fill a vacancy holds office:

1. until the completion of the unexpired term or
2. until the first day of January immediately following the next regular Board election taking place more than 90 days after a person is selected to fill the vacancy.
   (At that election, a special election to fill the vacancy is held. No such special election is held if the unexpired term ends on or before the first day of January immediately following that regular Board election. The term of a person elected in this manner begins on the first day of January following the election and is for the remainder of the unexpired term.)

The shorter of the above options determines the length of office.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3.01; 3.02; 3.07; 3.08
3313.11; 3313.85

CROSS REF.: BBBA, Board Member Qualifications

BOARD MEMBER CODE OF ETHICS

The Board believes public education should be conducted in an ethical manner. In addition to State law, the conduct of Board members should conform to the code of ethics recommended by the Ohio School Boards Association, which includes the following.

It is unethical for a Board member to:

1. seek special privileges for personal gain;
2. personally assume unauthorized authority;
3. criticize employees publicly;
4. disclose confidential information;
5. place the interest of one group or community above the interest of the entire District;
6. withhold facts from the Superintendent, particularly about the incompetency of an employee or
7. announce future action before a proposition has been discussed by the Board.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Ohio School Boards Association Delegate Assembly; OSBA Legislative Platform 1991
ORC 102.03; 102.04
2921.01(A); 2921.42; 2921.43; 2921.44
3319.21

CROSS REF.: BBFA, Board Member Conflict of Interest

BOARD MEMBER CODE OF ETHICS

While serving as a member of my Board of Education, I accept the responsibility to improve public education. To that end I will:

remember that my first and greatest concern must be the educational welfare of all students attending the public schools;

obey the laws of Ohio and the United States;

respect the confidentiality of privileged information;

recognize that as an individual Board member I have no authority to speak or act for the Board;

work with other members to establish effective Board policies;

delegate authority for the administration of the schools to the Superintendent and staff;

encourage ongoing communications among Board members, the Board, students, staff and the community;

render all decisions based on the available facts and my independent judgment rather than succumbing to the influence of individuals or special interest groups;

make efforts to attend all Board meetings;

become informed concerning the issues to be considered at each meeting;

improve my boardmanship by studying educational issues and by participating in in-service programs;

support the employment of staff members based on qualifications and not as a result of influence;

cooperate with other Board members and administrators to establish a system of regular and impartial evaluations of all staff;

avoid conflicts of interest or the appearance thereof;

refrain from using my Board position for benefit of myself, family members or business associates and

express my personal opinions, but, once the Board has acted, accept the will of the majority.

NOTE: This Code of Ethics has been adopted by the Ohio School Boards Association Delegate Assembly on November 11, 1991 and remains unchanged.

BOARD MEMBER CONFLICT OF INTEREST

The Board and individual members follow the letter and spirit of the law regarding conflicts of interest.

A Board member will not have any direct or indirect pecuniary interest in a contract with the District; will not furnish for remuneration any labor, equipment or supplies to the District; nor be employed by the Board in any capacity for compensation.

A Board member may have a private interest in a contract with the Board if all of the following apply:

1. the subject of the public contract is necessary supplies or services for the District;

2. the supplies or services are unobtainable elsewhere for the same or lower cost, or are being furnished to the District as part of a continuing course of dealing established prior to the Board member's becoming associated with the District;

3. the treatment accorded the District is either preferential to or the same as that accorded other customers or clients in similar transactions and

4. the entire transaction is conducted at arm's length, with full knowledge by the Board of the interest of the Board member, member of his/her family, or his/her business associate, and the Board member takes no part in the deliberations or decision with respect to the public contract.

The law specifically forbids:

1. the prosecuting attorney or the city attorney from serving on this Board;

2. a Board member from serving as the school dentist, physician or nurse;

3. a Board member from being employed for compensation by this Board;

4. a Board member from having, directly or indirectly, any pecuniary interest in any contract with this Board;

5. a Board member from voting on a contract to employ a person as a teacher or instructor if he/she is related to that person as father, mother, brother, sister or spouse;

6. a Board member from authorizing, or employing the authority or influence of his/her office to secure authorization of, any public contract in which he/she, a member of his/her family or his/her business associates have an interest;

7. a Board member from having an interest in the profits or benefits of a public contract entered into by, or for the use of, the District and

8. a Board member from occupying any position of profit during his/her term of office or within one year thereafter in the prosecution of a public contract authorized by him/her or a board of which he/she was a member at the time of authorization of that contract.

[Adoption date: July 31, 1995]
[Re-adoption date: August 16, 1999]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 102.03; 102.04
2921.02(B); 2921.42; 2921.43; 2921.44
3313.13; 3313.33; 3313.70
3319.21
4117.20

CROSS REFS.: BBBA, Board Member Qualifications
BBF, Board Member Code of Ethics

BOARD ORGANIZATIONAL MEETING

In compliance with law, the Board meets within the first 15 days of January of each year for the purpose of electing a president and vice president from among its membership and taking action on other matters of annual business. The Treasurer canvasses the new Board prior to December 31 of each year to establish the date of the organizational meeting. The Board appoints a President Pro Tempore from its membership.

Meeting Procedures

1. The President Pro Tempore calls the meeting to order.

2. The official swearing in or administration of the oath of office to the new members should follow. If the oath has already been taken, it should be stated for the record where and when this oath was taken. If the oath has not been previously taken, the Treasurer, any member of the Board or any person qualified to administer an oath may do so.

3. The President Pro Tempore then presides over the election of the President.

4. The newly elected President assumes the chair.

5. The Board proceeds with items of annual business such as:

   A. setting the dates and times of regular Board meetings;

   B. appointing of legal counsel for the ensuing calendar year;

   C. appointing a legislative liaison;

   D. establishing a Board service fund and

   E. approving membership to accredited associations.

6. Upon conclusion of annual business, the Board enters into such regular or special business as appears on the agenda for the meeting.

[Adoption date: August 21, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3.24
3313.10; 3313.14; 3313.15; 3313.203; 3313.25; 3313.35; 3313.87
3315.15

CROSS REFS.: BCB, Board Officers
BD, School Board Meetings
BHD, Board Member Compensation and Expenses

BOARD OFFICERS

President

The President presides at all meetings of the Board and performs other duties as directed by State law and Board policy. In carrying out these responsibilities, the President:

1. is responsible for the orderly conduct of all Board meetings;

2. calls special meetings of the Board as necessary;

3. appoints Board committees, is an ex officio member of all Board committees with the power to vote and is knowledgeable as to the business of the various committees and generally oversees their work;

4. signs all proceedings of the Board after they have been approved;

5. signs all other instruments, acts and orders necessary to carry out Federal and State law requirements and the will of the Board and

6. performs such other duties as may be necessary to carry out the responsibilities of the office.

The President has the right to offer resolutions, to make and second motions, to discuss questions and to vote.

Vice President

In the absence of the President, the Vice President performs the duties and has the responsibilities and commensurate authority of the President. The Vice President also performs such other duties as may be delegated or assigned to him/her by the Board.

President Pro Tempore

A President Pro Tempore may be elected by a majority of the Board to serve in such capacity when the President and Vice President are absent or unable to perform their duties.

The President Pro Tempore does not have power to sign any legal documents and vacates the chair when the President or Vice President arrives at the meeting.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

CROSS REFS.: BCA, Board Organizational Meeting
BD, School Board Meetings

QUALIFICATIONS AND DUTIES OF THE TREASURER

Title: Treasurer

Department: Administration

Building/Facility: Central Office

Reports to: Board of Education

Employment Status: Regular/Full-time

FLSA Status: Exempt

General Description: Serve as the District's chief financial officer; assume responsibility for receipt, safekeeping and disbursement of all District funds; direct and manage all financial accounting programs and systems

Essential Functions:

1. attend all Board meetings
2. record proceedings of Board meetings
3. prepare annual budget and appropriations resolution with assistance of the Superintendent
4. receive, deposit and account for all school funds of the District
5. adhere to purchase order system with purchase order to be approved by the Treasurer only on a "funds available" basis
6. render monthly statement to the Board and, as needed, to the Superintendent
7. sign all checks in accordance with law
8. make available to members of the Board or administration all papers and documents entrusted to the Treasurer for filing for public inspection whenever necessary and as prescribed by law
9. keep on record for the Board's information a complete listing of all insurance policies and premiums on all District properties
10. complete and file at proper times all forms, reports, papers and other requirements as prescribed by the Auditor of State, Ohio Department of Education, or other state or local agencies
11. prepare and maintain on file all employee contracts
12. receive all moneys belonging to the District, including payment of taxes from county treasurer
13. assist in decisions concerning investment of idle District funds
14. prepare and submit monthly report on the District's fiscal status
15. render full annual report at the end of each fiscal year

16. pay out District moneys on written order of designated Board officials
17. supervise staff members of the Treasurer's office
18. maintain filing system for Board business and transactions
19. handle communications and correspondence for the Board
20. prepare salary notices
21. maintain record of retirement contributions
22. prepare all purchase orders
23. certify all purchase orders and requisitions for supplies and services
24. maintain complete and systematic set of financial records
25. record all sick leave, personal leave and vacation leave for all employees
26. prepare advertisement of all legal notices concerning Board business
27. prepare long-range financial projections with the Superintendent for the Board
28. act as financial resource person for the Board's negotiating team and at all public meetings
29. provide and counsel staff members in areas of insurance benefits, retirement provisions, local tax laws, provisions of sick leave policy and other information concerning fringe benefits
30. prepare necessary paperwork for operating levies and bond issues
31. make contacts with the public with tact and diplomacy
32. maintain respect at all times for confidential information, e.g., personnel information
33. interact in positive manner with staff, students and parents
34. promote good public relations by personal appearance, attitude and conversation
35. attend meetings and in-services as required

Other Duties and Responsibilities:

1. evaluate staff members of the Treasurer's office
2. prepare and issue written notice of intention not to re-employ certificated and classified staff
3. respond to routine questions and requests in appropriate manner
4. cooperate with the Superintendent in development and implementation of administrative and Board policies
5. attend meetings and conferences designed to enhance professional qualifications
6. serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings
7. instill in students belief in and practice of ethical principles and democratic values
8. perform other duties as assigned

Qualifications:

1. state of Ohio Treasurer's license
2. degree in accounting, business management or related field from accredited college or university
3. formal training/experience in accounting and fiscal procedures
4. alternatives to above qualifications as the Board may find appropriate

Required Knowledge, Skills and Abilities:

1. knowledge of accounting principles, financial statements and investments
2. ability to research, comprehend and interpret applicable laws
3. knowledge of accounting software
4. organizational and problem-solving skills
5. ability to work effectively with others
6. ability to communicate ideas and directives clearly and effectively, both orally and in writing
7. effective, active listening skills
8. records management skills
9. experience in payroll and accounts payable procedures

Equipment Operated:

1. computer/printer
2. calculator
3. copy machine
4. fax machine
5. telephone

Additional Working Conditions:

1. occasional travel
2. occasional evening and/or weekend work
3. requirement to lift, carry, push and pull various items
4. repetitive hand motion
5. occasional exposure to blood, bodily fluids and tissue
6. occasional interaction among unruly children
7. regular requirement to sit, stand, walk, talk, hear, see, read, reach, stretch with hands and arms, crouch, climb, kneel and stoop

NOTE: The above lists are not ranked in order of importance.

This job description is subject to change and in no manner states or implies that these are the only duties and responsibilities to be performed by the incumbent. The incumbent will be required to follow the instructions and perform the duties required by the incumbent's supervisor/appointing authority.

_____ _____
Board President Date

My signature below signifies that I have reviewed the contents of my job description and that I am aware of the requirements of my position.

_____ _____
Signature Date

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 131.18
3301.074
3311.19
3313.14; 3313.15; 3313.22; 3313.24; 3313.26 through 3313.32; 3313.51
5705.41; 5705.412; 5705.45

CROSS REFS.: BCCA, Incapacity of the Treasurer
BCCB, Evaluation of the Treasurer (Also AFBA)
BCCC, Treasurer's Contract
BCCD, Board-Treasurer Relationship
BDDG, Minutes
DFA, Revenues from Investments
DH, Bonded Employees and Officers

INCAPACITY OF THE TREASURER

Should the Treasurer become incapacitated, the Board will appoint a Treasurer Pro Tempore. The appointment is made by a majority vote of the Board after the conditions relating to incapacity of the Treasurer are met in accordance with Federal and State law.

The Treasurer Pro Tempore shall perform all the duties and functions of the Treasurer and may be removed at any time by a two-thirds majority vote of the members of the Board or upon return to full-time active service of the Treasurer.

The Treasurer Pro Tempore shall meet the licensing requirements established by the State Board of Education. The Treasurer Pro Tempore may not be a member of the Board.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Family and Medical Leave Act of 1993; 29 USC 2601 et seq.; 29 CFR Part 825
ORC 3313.23; 3313.24; 3313.25

CROSS REFS.: BCC, Qualifications and Duties of the Treasurer
BCCB, Evaluation of the Treasurer (Also AFBA)
BCCC, Treasurer's Contract
BCCD, Board-Treasurer Relationship

INCAPACITY OF THE TREASURER

A Treasurer Pro Tempore is appointed by a majority of the members of the Board upon determining that the Treasurer is incapacitated in such a manner that he/she is unable to perform the duties of that office. Incapacity is determined:

1. by request of the Treasurer, if the Treasurer is absent with pay by reason of personal illness, injury or exposure to contagious disease that could be communicated to others or is absent without pay in accordance with the Family and Medical Leave Act (FMLA);

2. upon certification of the attending physician that the Treasurer is unable to perform the duties of the office of Treasurer;

3. upon the determination of a referee, pursuant to State law, that the Treasurer is unable to perform the duties of the office of Treasurer;

4. upon the granting of a leave of absence, without pay, requested by the Treasurer by reason of illness, injury or other disability of the Treasurer or

5. upon the placing of the Treasurer on an unrequested leave of absence, without pay, by reason of illness or other disability pursuant to State law.

During the period of incapacity, the Treasurer:

1. at his/her request, is placed on sick leave with pay, not to exceed the extent of his/her accumulated but unused sick leave and any advancement of such sick leave, which may be authorized by Board policy;

2. at his/her request, or without such request, pursuant to the FMLA, is placed on unpaid FMLA leave for up to 12 weeks per year or

3. at his/her request, or without such request, pursuant to State law, is placed on a leave of absence without pay.

The leave provided during the period of incapacity (described above) shall not extend beyond the contract or term of office of the Treasurer.

The Treasurer, upon request to the Board, is returned to active-duty status, unless the Board denies the request within 10 days of receipt of the request. The Board may require the Treasurer to establish to its satisfaction that the Treasurer is capable of resuming such duties and, further, that the duties may be resumed on a full-time basis.

The Board may demand that the Treasurer return to active service. Upon the determination that the Treasurer is able to resume his/her duties, the Treasurer returns to active service.

The Treasurer may request a hearing before the Board on actions as indicated above taken under this policy and has the same rights in such hearing as are granted pursuant to State law.

The Treasurer Pro Tempore performs all of the duties and functions of the Treasurer and may be removed at any time by a two-thirds majority vote of the members of the Board.

The Board fixes the compensation of the Treasurer Pro Tempore in accordance with State law and he/she serves until the Treasurer's incapacity is removed or until the expiration of the Treasurer's contract or term of office, whichever is earlier.

(Approval date: July 31, 1995)
(Re-approval date: December 30, 2002)
(Re-approval date: October 21, 2019)

EVALUATION OF THE TREASURER

The Board evaluates the performance of the Treasurer in order to assist both the Board and the Treasurer in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

The objectives of the Board's evaluation of the Treasurer are to:

1. promote professional excellence to improve the skills of the Treasurer;

2. improve the quality of District business practices and

3. provide a basis for the review of the Treasurer's performance.

Criteria for the evaluation of the Treasurer are based upon the Treasurer's job description and relate directly to each of the tasks described. The job description and any revisions thereto are developed in consultation with the Treasurer and adopted by the Board.

The evaluation of the Treasurer's abilities and performance is written and made available to and discussed with the Treasurer. The Board considers the evaluation of the Treasurer in acting to renew or nonrenew his/her contract.

Evaluation criteria are reviewed as necessary or as requested by the Treasurer, but not less frequently than annually. Any proposed revision of the evaluation criteria is provided to the Treasurer for his/her comments before its adoption.

This evaluation does not create an expectancy of continued employment. Nothing contained herein prevents the Board from making any final determination regarding the renewal or nonrenewal of the Treasurer's contract.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: April 16, 2007]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.22
3319.16

CROSS REFS.: BCC, Qualifications and Duties of the Treasurer
BCCA, Incapacity of the Treasurer
BCCC, Treasurer's Contract
BCCD, Board-Treasurer Relationship
BDC, Executive Sessions

TREASURER'S CONTRACT

The appointment of the Treasurer is secured through a written agreement stating the terms of the contract. The contract meets all state requirements and protects the rights of both the Board and the Treasurer.

The Treasurer is appointed for a term not to exceed five years. The term commences on August 1 and continues through July 31 of the year in which the contract expires. Should a vacancy occur midterm, the Board can appoint a new hire to a term starting on any date – as long as the length of the contract does not exceed five years from the prior August 1. The period of time in which the Treasurer's contract may be renewed begins on January 1 of the year prior to the contract's expiration and ends on March 1 of the year in which the contract expires.

Salary and benefits are determined by the Board at the time of the appointment and are reviewed by the Board each year. The Treasurer's salary may be increased or decreased during his/her term of office. However, any decrease must be a part of "a uniform plan" affecting salaries of all District employees.

The termination procedures that currently apply to teachers and other administrators, requiring a due process hearing, apply to the Treasurer.

If the Board intends to nonrenew the Treasurer's contract, notice in writing of the intended nonrenewal must be given to the Treasurer on or before March 1 of the year in which the contract expires.

The Treasurer is automatically disqualified from service if he/she fails to maintain his/her license. The Board may permit an individual who does not possess a valid treasurer's license to serve as District Treasurer as long as the individual meets all qualifications for licensure and has applied for issuance or renewal of his/her license but has not yet received the State Board of Education's decision.

Nothing in this policy shall prevent the Board from making the final determination regarding the renewal or nonrenewal of the Treasurer's contract.

[Adoption date: March 19, 2007]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3301.074
3313.22; 3313.24; 3313.31
3319.16

CROSS REFS.: BCC, Qualifications and Duties of the Treasurer
BCCA, Incapacity of the Treasurer
BCCB, Evaluation of the Treasurer (Also AFBA)
BCCD, Board-Treasurer Relationship

BOARD-TREASURER RELATIONSHIP

The development of financial policies, consistent with long-term goals, is one of the most important functions of a board, and the implementation of financial policies is the function of the Treasurer and his/her staff.

Delegation by the Board of its financial powers to the Treasurer provides freedom for the Treasurer to manage the District's finances and frees the Board to devote its time to policymaking and appraisal functions.

The Board holds the Treasurer responsible for the administration of its financial policies, the execution of Board decisions and keeping the Board informed about District financial issues and concerns.

The Board strives to procure the best financial leadership available. The Board:

1. gives the Treasurer full authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;

2. refers all complaints of the Treasurer's staff to the Treasurer for appropriate investigation and action and

3. strives to provide adequate safeguards for the Treasurer and other staff members so that they can discharge their duties on a thoroughly professional basis.

[Adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.20(A); 3313.22; 3313.31

CROSS REFS.: BCC, Qualifications and Duties of the Treasurer
BCCB, Evaluation of the Treasurer (also AFBA)
BCCC, Treasurer's Contract

BOARD-SUPERINTENDENT RELATIONSHIP

The enactment of policies, consistent with long-term goals, is the most important function of the Board, and the execution of the policies should be the function of the Superintendent and his/her staff.

Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the District within the Board's policies and frees the Board to devote its time to policymaking and appraisal functions.

The Board holds the Superintendent responsible for the administration of its policies, the execution of Board decisions, the operation of the District and keeping the Board informed about District operations and problems.

The Board strives to procure the best professional leader available as its Superintendent. The Board:

1. gives the Superintendent full administrative authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;

2. acts in matters of employment or dismissal of personnel after receiving the recommendations of the Superintendent;

3. refers all complaints to the Superintendent for appropriate investigation and action;

4. strives to provide adequate safeguards for the Superintendent and other staff members so that they can discharge their duties on a thoroughly professional basis and

5. presents personal criticisms of any employee directly to the Superintendent.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.20(A)
3319.01

CROSS REFS.: AFB, Evaluation of the Superintendent (Also CBG)
BDC, Executive Sessions
CBC, Superintendent's Contract

BOARD COMMITTEES

The Board may authorize the establishment of committees from among its membership as it finds such action necessary to study operations in specific areas and to make recommendations for Board action.

The following may govern the appointment and function of Board committees.

1. The committee is established through action of the Board.

2. The chairperson and members are named by the Board President.

3. The committee may make recommendations for Board action but may not act for the Board unless specifically authorized.

4. The Board President and the Superintendent are ex officio members of all committees.

5. No committee appointments extend beyond the ensuing annual organizational meeting, at which time the newly elected President has the privilege of making new appointments or reappointments. A committee may be dissolved at any time by a majority vote.

6. The Open Meetings Act (Sunshine Law) and its exceptions apply to Board meetings and Board-appointed committee and subcommittee meetings.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REF: ORC 121.22(B)

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
BCB, Board Officers
BCF, Advisory Committees to the Board
BCFA, Business Advisory Council to the Board
BDDG, Minutes
BDDH, Public Participation at Board Meetings (Also KD)

ADVISORY COMMITTEES TO THE BOARD

The Board may appoint ad hoc advisory committees to provide consultation services for determining the needs and expectations of the District and its residents. The central purpose of all advisory committees is to contribute to the educational program by conducting studies, identifying problems and developing recommendations that enhance the effectiveness of the decision-making process.

Specific topics for study or activity are assigned in writing to each committee immediately following its appointment. Committees are instructed as to the length of time each member is being asked to serve, the services the Board wishes rendered, the resources the Board intends to provide and the approximate date on which the Board expects to dissolve the committee.

Each committee serves in an advisory capacity only, proposing recommendations based on analysis of a problem, and exists only as long as is necessary to conduct the study and report to the Board.

The Board gives careful consideration to all recommendations, although final action and responsibility remain with the Board. The Superintendent/designee informs members of the committee of the Board's action.

Upon completing its assignment, each committee is either dissolved promptly or given a new task. Committees are not allowed to continue for prolonged periods without definite assignments. The Board has sole power to dissolve any of its advisory committees and reserves the right to exercise this power at any time during the life of any committee, after seeking the advice of the Superintendent.

All appointments to advisory committees are made by the Superintendent with the approval of the Board.

The Open Meetings Act (Sunshine Law) and its exceptions apply to meetings of advisory committees to the Board.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REF: ORC 121.22(B)

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
ABB, Staff Involvement in Decision Making (Also GBB)
BCB, Board Officers
BCE, Board Committees
BCFA, Business Advisory Council to the Board
BDC, Executive Sessions
BDDG, Minutes
FD, Tax Issues (Also KBE)
IF, Curriculum Development

BUSINESS ADVISORY COUNCIL TO THE BOARD

The Board shall appoint a Business Advisory Council whose membership and organization shallbe determined by the Board except that the Board may choose to enter into an agreement with the Educational Service Center (ESC) from which it receives services for the ESC council to serve on the Board's behalf or enter into an agreement with the Joint Vocational School District (JVSD) for the JVSD business advisory committee to represent the business of the District. When such an agreement is entered into, the council or committee serving on behalf of the Boardensures compliance with all statutory procedures for the council/committee. The Board is kept informed of the council or committee work.

When the Board appoints their own Business Advisory Council the following is required:

1. The Board and council adopt and file with the Ohio Department of Education, an annual plan under which the council advises and provides recommendations to the Board on matters specified by the Board, including, but not necessarily limited to, the delineation of employment skills, the development of curriculum to instill these skills, changes in theeconomy and in the job market and the types of employment in which future jobs are most likely to be available. This council also makes suggestions for developing a working relationship among businesses, labor organizations and educational personnel.

2. The council meets with the Board at least quarterly. The Board and council file a joint statement by March 1 each year describing how they have fulfilled their responsibilities.

Meetings of the Business Advisory Council to the Board fall under the auspices of the OpenMeetings Act (Sunshine Law).

[Adoption date: October 21, 2019]
[Re-adoption date: June 21, 2021]

LEGAL REFS.: ORC 121.22(B)
3313.174
3313.82
3313.821

CROSS REFS.: BCE, Board Committees
BCF, Advisory Committees to the Board
BCFB, Family and Civic Engagement Committee

SCHOOL BOARD ATTORNEY

The Warren Local Board may employ legal counsel in addition to the county prosecuting attorney and pay for legal services from District funds.

The counsel advises the Board and its officials on legal matters.

In engaging legal counsel, the Board may require submission of a written proposal, which can be incorporated into a contract or purchase order if it satisfies the wishes of the Board. Proposals could detail:

1. specific objectives to be accomplished by the counsel;
2. a list of specific tasks to be performed;
3. procedures to be used in carrying out the tasks;
4. target dates for the completion of tasks;
5. methods to be used to report results to the Board and/or to deliver any product or render any service to the Board and
6. a fee agreement clearly specifying all fees for legal services and termination rights.

The Board may establish procedures necessary to effect an efficient working relationship between the counsel and the Board and/or staff members. The Board authorizes the Superintendent to designate which staff members are authorized to consult Board counsel without prior Board approval.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 309.10
3313.35
3319.33

CONSULTANTS TO THE BOARD

In order to pursue its educational mission and also to protect the public's financial investment in the schools, the Board may, from time to time, engage the services of qualified professional consultants to provide new insights and ideas for dealing with especially difficult problems and/or to provide special services that the present staff is unable to provide. The kinds of assistance sought from consultants may include, but are not necessarily limited to:

1. conducting fact-finding studies, surveys and research;

2. providing counsel or services requiring special expertise and

3. assisting the Board in developing policy and program recommendations.

Before engaging any consultant, the Board may require submission of a written proposal, which can be incorporated into a contract or purchase order if it satisfies the wishes of the Board. Proposals may detail:

1. specific objectives to be accomplished by the consultant;

2. specific tasks to be performed;

3. procedures to be used in carrying out the tasks;

4. target dates for the completion of tasks;

5. methods to be used to report results to the Board and/or to deliver products or render any service to the Board and/or

6. fees or rate of pay the Board will be charged.

The Board may establish procedures necessary to effect an efficient working relationship between the consultant and the Board and/or staff members.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.171
3315.061

SCHOOL BOARD MEETINGS

The Board transacts all business at official meetings of the Board. These may be either regular or special meetings. At the organizational meeting, the Board shall fix the time for holding its regular meetings, which shall be held at least once every two months. Special meetings are called between the regularly scheduled meetings to consider specific topics.

All regular and special Board meetings and Board-appointed committee meetings are open to the public. All Board meetings are publicized and conducted in compliance with the Open Meetings Act (Sunshine Law). No action may be taken by the Board in executive session.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 121.22(B); 121.22(C)
3313.14; 3313.15; 3313.16

CROSS REFS.: BCA, Board Organizational Meeting
BCE, Board Committees
BDC, Executive Sessions
BDDA, Notification of Meetings
BDDF, Voting Method
BDDH, Public Participation at Board Meetings (Also KD)
BDDJ, Broadcasting and Taping of Board Meetings (Also KBCD)

EXECUTIVE SESSIONS

Educational matters should be discussed and decisions made at public meetings of the Board. Some matters are more properly discussed by the Board in executive session. As permitted by law, the Board may enter into executive session for consideration of the following matters:

1. the appointment, employment, dismissal, discipline, promotion, demotion or compensation of an employee or official, or the investigation of charges or complaints against an employee, official or student, unless such individual requests a public hearing (the Board will not hold an executive session for the discipline of one of its members for conduct related to the performance of his/her official duties or for his/her removal from office);

2. the purchase of property for public purposes or for the sale of property at competitive bidding, if premature disclosure of information would give an unfair advantage to a person whose personal, private interest is adverse to the general public interest;

3. specialized details of security arrangements where disclosure of the matters discussed might reveal information that could be used for the purpose of committing, or avoiding prosecution for, a violation of the law;

4. matters required to be kept confidential by Federal law or State statutes;

5. preparing for, conducting or reviewing negotiations with public employees concerning their compensation or other terms and conditions of their employment;

6. in-person conferences with an attorney for the Board concerning disputes involving the Board that are the subject of pending or imminent court action or

7. consideration of confidential information related to the marketing plans, specific business strategy, production techniques, trade secrets or personal financial statements of an applicant for economic development assistance, or negotiations with other political subdivisions respecting requests for economic development assistance, provided that:

    A. the information is directly related to a request for economic development assistance that is to be provided or administered under provisions of State law authorized in Ohio Revised Code Section 121.22(G)(8)(1), or involves public infrastructure improvements or the extension of utility services that are directly related to an economic development project and

B. a unanimous quorum of the Board has determined by a roll-call vote the executive session is necessary to protect the interests of the applicant or possible investment or expenditure of public funds to be made in connection with the economic development project.

Conferences with a member of the Auditor of State's office or an appointed certified public accountant for the purpose of an audit are not considered meetings subject to the Open Meetings Act (Sunshine Law).

The Board meets in executive session only to discuss legally authorized matters. Executive sessions are held only as part of a regular or special meeting and only after a majority of the quorum determines, by a roll-call vote, to hold such a session.

When the Board holds an executive session for any of the reasons stated above, the motion and vote to hold the executive session shall state one or more of the purposes listed under such paragraph for which the executive session is to be held, but need not include the name of any person to be considered in the executive session. The minutes shall reflect the information described above.

In compliance with law, no official action may be taken in executive session. To take final action on any matter discussed, the Board reconvenes into public session.

The Board may invite staff members or others to attend executive sessions at its discretion.

No present or former Board members or employees shall disclose or use, without appropriate authorization, any information acquired in the course of official duties (which is confidential because of statutory provisions) or which has been clearly designated as confidential because of the status of proceedings or the circumstances under which the information was received.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: April 21, 2014]
[Re-adoption date: October 21, 2019]
[Re-adoption date: June 15, 2020]
[Re-adoption date: February 16, 2021]

LEGAL REFS.: ORC 102.03
121.22

CROSS REFS.: AFBA, Evaluation of the Treasurer (Also BCCB)
BCD, Board-Superintendent Relationship (Also CBI)
BCE, Board Committees
BCF, Advisory Committees to the Board
BD, School Board Meetings
BDDG, Minutes
KBA, Public's Right to Know
KLD, Public Complaints About District Personnel

NOTIFICATION OF MEETINGS

Due notice of all meetings of the Board and Board-appointed committees is given to the press and the public who have requested notification and to all Board members.

Organizational Meetings: Notice of organizational meetings, including any special or regular meeting following the organizational meeting, is given in the same manner as notice for regular and special meetings of the Board (see below).

Regular Meetings: A notice of the time and place of regularly scheduled meetings is given to the media who have requested notification and to those individuals requesting advance personal notice.

Special Meetings: A special meeting may be called by the President, the Treasurer or any two members of the Board by serving written notice of the time and place of the meeting upon each Board member at least two days before the date of the meeting. The notice must be signed by the officer or members calling the meeting. Notice by mail is authorized. Notice of the time, place and purpose must also be given at least 24 hours in advance of the meeting to all news media and individuals who have requested such notice.

Emergency Meetings: In the event of any emergency, the media is notified immediately of the time, place and purpose of the meeting.

Personal Notice of Meetings: Any person who wishes to receive advance personal notice of regular or special meetings of the Board may receive the advance notice by requesting that the Treasurer include his/her name on a mailing list and by providing the Treasurer with a supply of stamped, self-addressed envelopes.

Cancellation: Occasionally, regular or special meetings of the Board must be canceled. Meetings can be canceled for any reason. When a meeting is to be canceled, the Treasurer notifies Board members and all media and individuals who have requested notification of such meetings. Notice of cancellation is also prominently posted at the meeting site. This notice includes the new date of a rescheduled meeting, if possible.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 121.22(B)
3313.14; 3313.15; 3313.16

CROSS REFS.: BCA, Board Organizational Meeting
BCE, Board Committees
BD, School Board Meetings

AGENDA FORMAT

The agenda format is developed by the Superintendent, in consultation with the Treasurer and President of the Board, in order to give direction to the Board meetings.

The tentative agenda, along with related materials and minutes of the previous meeting, is distributed to each member at least 48 hours prior to the Board meeting. The particular order of agenda items may vary from meeting to meeting in keeping with the business at hand.

The Board follows the order of business established by the agenda, except as it may agree to re-arrange the order for the convenience of visitors or other individuals appearing before the Board or to expedite Board business.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 10, 2020]

CROSS REFS.: BDDA, Notification of Meetings
BDDH, Public Participation at Board Meetings (Also KD)

AGENDA PREPARATION AND DISSEMINATION

The Superintendent, in consultation with the Treasurer and Board President, arranges the order of items on meeting agendas so that the Board can accomplish its business as expeditiously as possible. The particular order may vary from meeting to meeting in keeping with the business at hand.

Items of business may be suggested by a Board member, staff member or citizen of the District. The agenda may allow suitable time for remarks by the public who wish to speak briefly before the Board.

The Board follows the order of business established by the agenda unless the order is altered by agreement of the members present. An item of business that is not on the agenda may be discussed and acted upon if a majority of the Board agrees to consider the item. The Board should not revise Board policies, or adopt new ones, unless such action has been scheduled.

The agenda, together with supporting materials, is distributed to Board members at least 48 hours prior to the Board meeting to permit them to give items of business careful consideration. The agenda is also made available to the press, representatives of the community, staff groups and to others upon request.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 10, 2020]

CROSS REFS.: BDDA, Notification of Meetings
BDDH, Public Participation at Board Meetings (Also KD)

VOTING METHOD

All votes taken by the Board are recorded in the official proceedings of the meeting.

To comply fully with State law, roll-call votes are made on resolutions pertaining to:

1. any action on which a Board member requests a roll-call vote and
2. re-employment of a teacher against the Superintendent's recommendation.

The following actions require a roll-call vote and an affirmative vote by a majority of the full membership of the Board for passage:

1. purchase or sale of real or personal property;
2. employment of any school employee;
3. election or appointment of an officer;
4. payment of any debt or claim and
5. adoption of any textbook.

For passage, most other actions require an affirmative vote by a majority of those present and voting. Board members must be physically present at the meeting in order to vote.

All votes that require a specific majority are in the exhibit that follows.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.11; 3313.18; 3313.22; 3313.23; 3313.66(E)
3319.01; 3319.011; 3319.06; 3319.07; 3319.11
3329.08
4117.14(C)(6)
5705.14; 5705.16; 5705.21

CROSS REF.: BD, School Board Meetings

VOTING METHOD
(5-Member Board)

ITEM	# NEEDED	REFERENCE Ohio Revised Code Section
Declare it necessary to issue bonds	3 (a)	133.18 133.01(U)
Declare, by remaining members, that reasons for a member's absence for 90 days are insufficient to continue membership	3 (e)	3313.11
Fill a vacant Board seat (majority of remaining members)	3 (f)	3313.11
Purchase or sell real estate	3 (a)	3313.18
Employ any employee	3 (a)	3313.18
Elect or appoint an officer	3 (a)	3313.18
Pay any debt or claim	3 (a)	3313.18
Adopt textbook	3 (a)	3313.18
Dispense with resolution authorizing purchase or sale of personal property, appointment of employees, etc., if annual appropriation resolution has been adopted by a majority of full membership	3 (a)	3313.18
Termination of the Treasurer for cause	3 (a)	3319.16
Appoint the Treasurer Pro Tempore	3 (a)	3313.23

Determine that the Treasurer's incapacity is removed	3 (a)	3313.23
Remove the Treasurer Pro Tempore at any time for cause	4 (b)	3313.23
Affirm, reverse, vacate or modify an order of student expulsion; reinstate a student	3 (a)	3313.66 (E)
Employ or re-employ a Superintendent	3 (a)	3319.01
Appoint the Superintendent Pro Tempore	3 (a)	3319.011
Remove the Superintendent Pro Tempore at any time for cause	4 (b)	3319.011
Termination of Business Manager for cause	3 (a)	3319.16
Re-employ any teacher who the Superintendent refuses to recommend for re-employment	4 (c)	3319.07
Re-employ a teacher not nominated by the Superintendent	4 (c)	3319.07
Reject the recommendation of the Superintendent that a teacher eligible for continuing contract be granted a continuing contract	4 (c)	3319.11
Determine, at a regular meeting, which textbooks shall be used in the schools under its control	3 (a)	3329.08
Transfer funds in certain cases	4 (b)	5705.14
Declare the necessity for certain transfers of funds	3 (a)	5705.16

Levy a tax outside 10-mill limitation (not emergency)	4 (b)	5705.21
Reject findings and recommendations of fact-finding panel by Board or employee organization under statutory impasse resolution procedure	3 (g)	4117.14(C)(6)

KEY

(a) Majority of full membership
(b) 2/3 of full membership
(c) 3/4 of full membership
(d) 4/5 of full membership
(e) 2/3 of remaining members of the Board
(f) Majority of remaining members of the Board
(g) 3/5 of full membership
(h) Unanimous vote of full membership

MINUTES

The minutes of the meetings of the Board constitute the written record of Board actions. The Treasurer records in the minutes of each meeting all actions taken by the Board.

Full and accurate minutes must contain sufficient facts and information to permit the public to understand and appreciate the rationale behind the Board's decisions.

A complete and accurate set of minutes shall be prepared and become a regular part of the monthly agenda. The Treasurer must make draft minutes available for public inspection. Following approval of the minutes by the Board at the next meeting, the minutes are signed by the President and attested to by the Treasurer as to the accuracy of the information contained. The attestation is not an authorization of any action taken or not taken during the meeting.

The official minutes shall be bound and kept in the office of the Treasurer, who shall, after they have been approved by the Board, make them available to the public and news media. Copies are made available at cost during normal office hours.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]
[Re-adoption date: June 15, 2020]

LEGAL REFS.: ORC 121.22(C)
149.43
3313.26

CROSS REFS.: BCE, Board Committees
BD, School Board Meetings
BDC, Executive Sessions
BF, Board Policy Development and Adoption
KBA, Public's Right to Know

PUBLIC PARTICIPATION AT BOARD MEETINGS

All meetings of the Board and Board-appointed committees are open to the public.

In order for the Board to fulfill its obligation to complete the planned agenda in an effective and efficient fashion, a maximum of 30 minutes of public participation may be permitted at each meeting.

Each person addressing the Board shall give his/her name and address. If several people wish to speak, each person is allotted three minutes until the total time of 30 minutes is used. During that period, no person may speak twice until all who desire to speak have had the opportunity to do so. Persons desiring more time should follow the procedure of the Board to be placed on the regular agenda. The period of public participation may be extended by a vote of the majority of the Board, present and voting.

Agendas are available to all those who attend Board meetings. The section on the agenda for public participation shall be indicated. Noted at the bottom of each agenda shall be a short paragraph outlining the Board's policy on public participation at Board meetings.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: May 24, 2012]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 121.22
3313.20

CROSS REFS.: BCE, Board Committees
BD, School Board Meetings
BDDB, Agenda Format
BDDC, Agenda Preparation and Dissemination
BG, Board-Staff Communications (Also GBD)

BROADCASTING AND TAPING OF BOARD MEETINGS

Photographic and electronic audio and video broadcasting and recording devices may be used at regular and special Board meetings legally open to the public according to the following guidelines.

1. Persons interested in taking photographs, broadcasting or recording Board meetings should notify the Board of their interest in doing so.

2. Persons operating cameras, broadcasting and/or recording devices must do so with a minimum of disruption to those present at the meeting. Specifically, the view between Board members and the audience must not be obstructed, interviews must not be conducted during the meeting and no commentary is to be given in a manner that distracts Board members or the audience.

3. The Board has the right to halt any recording that interrupts or disturbs the meeting.

The Board may make the necessary arrangements to make audio and/or video recordings of all regular meetings and any special meeting that it deems appropriate.

[Adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: U.S. Const. Amend. I
ORC 121.22
2911.21
2917.12
2921.31
3313.20(A)

CROSS REFS.: BD, School Board Meetings
BDDH, Public Participation at Board Meetings (Also KD)

BOARD POLICY DEVELOPMENT AND ADOPTION

Proposals regarding Board policies and operations may originate at any of several sources, including students, community residents, employees, Board members, consultants or civic groups. A careful and orderly process is used when examining policy proposals prior to Board action.

The formulation and adoption of written policies constitute the basic method by which the Board exercises its leadership in the operation of the District. The study and evaluation of reports concerning the execution of its written policies constitute the basic method by which the Board exercises its control over District operations.

The formal adoption of policies is recorded in the minutes of the Board. Only those written statements so adopted and recorded are regarded as official Board policy.

Final action by the Board on proposals shall be in accordance with this policy. The Board takes action on most matters on the basis of recommendations presented by the Superintendent. The Superintendent bases his/her recommendations upon the results of a study and upon the judgment of the staff and study committees.

Policies introduced and recommended to the Board should not be adopted until a subsequent meeting in order to permit further study and provide opportunity for interested parties to react. However, temporary approval may be granted by the Board in lieu of formal adoption to address emergency conditions or special events, which may occur before formal action can be taken.

Unless otherwise specified, a new policy or policy amendment is effective as of the date of adoption by the Board and supersedes all previous policies in that area. Unless otherwise specified, the repeal of a policy is effective as of the date the Board takes such action.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REF.: ORC 3313.20(A)

CROSS REFS.: AD, Development of Philosophy of Education
BDDG, Minutes
BFCA, Board Review of Regulations (Also CHB)
BFD, Policy Dissemination
BFE Administration in Policy Absence (Also CHD)
BFF, Suspension of Policies
BFG, Policy Review and Evaluation
CH, Policy Implementation

BOARD REVIEW OF REGULATIONS

State law requires the Board to make rules and regulations for the government of the District, its employees, students and all other persons entering the District's grounds and premises.

Before issuance, Board regulations are properly titled and coded as appropriate to subject and in conformance with the codification system selected by the Board. Those regulations officially approved by the Board are so marked. All other regulations appearing in the manual are considered approved, provided that they are in accordance with the accompanying Board policy.

The Board may review regulations developed by the administration to implement policy. The Board revises or nullifies these administrative regulations only when they are inconsistent with policies adopted by the Board or when they are not in the best interest of the District.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REF.: ORC 3313.17; 3313.20; 3313.47

CROSS REFS.: BF, Board Policy Development and Adoption
CH, Policy Implementation

POLICY DISSEMINATION

The Superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the regulations needed to put them into effect. Accessibility to policies extends to all members of the school community. A policy concerning a particular group in the District is distributed to the group.

Distributed policy manuals remain the property of the Board and are considered as "on loan" to anyone, or any organization, in whose possession they might be at any time. Manuals are subject to recall at any time deemed necessary for purposes of updating.

The Board's policy manual is considered a public record and is open for inspection in a location designated by the Board.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.20(A)
OAC 3301-35-02(C)(2)

CROSS REF.: BF, Board Policy Development and Adoption

ADMINISTRATION IN POLICY ABSENCE

In the absence of Board policy, the Superintendent may take temporary action that would be in accordance with the overall policy of the Board. The Superintendent is not free to act when the action involves a duty of the Board that by law cannot be delegated.

In each case, the Superintendent shall present the matter to the Board for its consideration at its next meeting.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.18; 3313.20(A)

CROSS REF.: BF, Board Policy Development and Adoption

SUSPENSION OF POLICIES

If the Board wishes to take action contrary to existing policy, it may suspend the policy for only one meeting at a time and in only one of the following ways:

1. upon a majority vote of the Board present and voting at a meeting in which the proposed suspension has been described in writing or

2. upon a unanimous vote of members of the Board present and voting if no notice has been given.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REF.: ORC 3313.20(A)

CROSS REF.: BF, Board Policy Development and Adoption

POLICY REVIEW AND EVALUATION

The Board reviews its policies on a continuing basis in an effort to keep its written policies consistent with community values and compliant with Federal and State law. Well-written, consistent and compliant policies may be used as a basis for Board action and administrative decisions.

The Board evaluates how the policies have been executed by the staff and weighs the results. It relies on staff, students and the community for providing evidence of the effect of the policies that it has adopted.

The Superintendent has the continuing responsibility of calling to the Board's attention all policies that are outdated or need revision. To accomplish this, the Superintendent may request input from any Board or advisory committee.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

CROSS REFS.: AD, Development of Philosophy of Education
BF, Board Policy Development and Adoption

BOARD-STAFF COMMUNICATIONS

The Board wishes to maintain open channels of communication with the staff. The basic line of communication between the Board and the staff is through the Superintendent. Staff members should utilize the Superintendent to communicate to the Board or its subcommittees. All official communications, policies and directives of staff interest and concern are communicated to staff members through the Superintendent. The Superintendent develops appropriate methods to keep staff members informed of the Board's issues, concerns and actions.

Board members must recognize that their presence in school buildings could be subject to a variety of interpretations by school employees. If a visit to a school or classroom is being made for other than general interest, Board members shall inform the Superintendent and make arrangements for visitation through the principal of the particular school. General interest visits are defined as informal expressions of interest in school affairs and not as inspections or visits for supervisory or administrative purposes. Board members will indicate to the principal the reason(s) for the visit. Official visits by Board members are carried out only under Board authorization.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REF.: ORC 3313.20(A)

CROSS REFS.: AFA, Evaluation of School Board Operational Procedures (Also BK)
BDDH, Public Participation at Board Meetings (Also KD)
GBM, Staff Complaints and Grievances
KK, Visitors to the Schools

NEW BOARD MEMBER ORIENTATION

The Board may provide an orientation program for its members-elect. The primary purpose of this program is to acquaint the members-elect with the procedures of the Board and the scope of their responsibilities and to assist them to become informed and active Board members.

The Board, the Treasurer and the administrative staff assist each member-elect in understanding the Board's functions, policies and procedures before the member-elect takes office.

The following techniques may be employed to orient new Board members.

1. Selected materials, Board policies, regulations and other helpful information are furnished to the member-elect by the Superintendent.

2. Immediately after the general election, the member-elect is invited by the Board to attend Board meetings.

3. The Treasurer provides agendas and other materials pertinent to meetings and explains the use of the materials.

4. The incoming member is invited to meet with the Superintendent and other administrative staff.

5. The Board makes an effort to send newly elected members to workshops and in-service programs developed for new Board members.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.12
3315.15

CROSS REFS.: BHBA, School Board Conferences, Conventions and Workshops
BHD, Board Member Compensation and Expenses

SCHOOL BOARD CONFERENCES, CONVENTIONS AND WORKSHOPS

In keeping with the need for continuing in-service training and development for its members, the Board encourages the participation of all members at appropriate conferences, workshops and conventions. In order to control both the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidance.

1. The Board periodically decides which meetings appear to be most promising in terms of producing direct and indirect benefits to the District. At least annually, the Board will identify those new ideas or procedures and/or cost benefits that can be derived from participation at such meetings.

2. Funds for participation at such meetings are appropriated on an annual basis in the Board service fund. When funds are limited, the Board designates which of its members participate in a given meeting.

3. Reimbursement to Board members for their travel expenses is in accordance with the Board's travel-expense policy.

4. When a conference, convention or workshop is not attended by the full Board, those who do participate are requested to share information, recommendations and materials acquired at the meeting.

Board members may receive compensation for attending Board-approved training programs. A Board member desiring to attend a training program should have the Board take action to approve each training program. Compensation amounts are determined by the length of the program. A program of three hours or less may be compensated at a rate of $60 per day. A program of more than three hours may be compensated at a rate of $125 per day.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.12
3315.15
5705.01; 5705.10

CROSS REFS.: BHA, New Board Member Orientation
BHD, Board Member Compensation and Expenses
DLC, Expense Reimbursements

BOARD MEMBER COMPENSATION AND EXPENSES

The Board votes prior to January 1 to set the rate of compensation for newly elected or re-elected Board members. Because compensation for Board members may not be changed during their respective terms of office, changes in compensation must be made prior to the beginning of their respective terms.

Board members will receive the maximum amount permitted by law for 30 meetings.

Board Service Fund

A Board "service fund" is established to pay expenses actually incurred by Board members or members-elect in their official duties. The sum set aside will not exceed the maximum amount permitted by law. This fund is used at the Board's discretion to provide for members' participation (not compensation) in workshops and conferences, for new Board member orientation and training and for other expenses in connection with assigned duties as permitted by law, including those made for a public purpose as defined below.

Spending Guidelines: Definition of Public Purpose

The Board recognizes that expenditure of funds within the District must fall within the scope of serving a public purpose as defined by State law. It is the Board's determination that the following expenditures are a necessary part of the effective function of the extracurricular and cocurricular programs concerned, once reviewed and approved by the Superintendent:

1. awards;

2. recognition and incentive items for employees and/or volunteers and

3. prizes/awards/programs for students

The Superintendent, at the discretion of the Board, is permitted to honor employees and non-employees with plaques, pins and other tokens of appreciation to include meals, refreshments or other amenities that further the interest of the District.

The Board affirms that the expenses incurred as listed above do serve public purposes, which include the promotion of education by encouraging staff morale as well as support for the District's educational program with citizens, members of the business community, advisory committee members and associated school districts. All expenditures are subject to approval by the Superintendent.

Vendor Compensation

Any compensation paid by a private vendor to a District official or employee, after the official or employee has participated in selecting the vendor, is considered "public money" and must be returned to the District.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: January 19, 2004]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Ohio Const. Art. II, Section 20
ORC 3311.19
3313.12
3315.15
5705.01; 5705.10

CROSS REFS.: BCA, Board Organizational Meeting
BHA, New Board Member Orientation
BHBA, School Board Conferences, Conventions and Workshops
DLC, Expense Reimbursements
GBI, Staff Gifts and Solicitations
IICA, Field Trips

SCHOOL BOARD LEGISLATIVE PROGRAM

The Board recognizes the importance of sound and constructive state legislation in establishing support for public education. It is therefore directly concerned with legislative proposals affecting education.

The Board's legislative liaison member reports to the Board on state legislative proposals and communicates the Board's positions and/or the Ohio School Boards Association's positions to state representatives and senators.

The legislative liaison member also keeps the Board informed of pertinent federal legislative proposals and, when necessary, communicates the Board's position to representatives and senators at the national level.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

CROSS REF.: BCA, Board Organizational Meeting

LIAISON WITH SCHOOL BOARDS ASSOCIATIONS

The Board maintains membership in the Ohio School Boards Association (OSBA).

OSBA may elect to join the National School Boards Association (NSBA). If OSBA joins NSBA, the District may take advantage of various NSBA offerings by virtue of its membership with OSBA.

The Board and its members actively participate in the activities of these organizations insofar as possible.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.87; 3313.871

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The Board may plan and carry through a periodic appraisal of its functioning as a board. This appraisal considers the broad realm of relationships and activities inherent in Board responsibilities.

The appraisal process and instrument are determined by the Board. The following are areas of Board operations and relationships representative of those in which objectives may be set and progress appraised.

1. Board meetings;
2. policy development;
3. fiscal management;
4. long-range/strategic planning;
5. Board role in educational program development;
6. Board member orientation;
7. Board member development;
8. Board officer performance;
9. Board-Superintendent relationships;
10. Board-Treasurer relationships;
11. Board-staff relationships;
12. Board-community relationships;
13. legislative and governmental relationships and
14. management team development and utilization.

The Superintendent, Treasurer and others who regularly work with the Board are asked to participate in establishing objectives and reviewing progress.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
BA, Board Operation Goals
BCB, Board Officers
BCCD, Board-Treasurer Relationship
BCD, Board-Superintendent Relationship (Also CBI)
BD, School Board Meetings
BF, Board Policy Development and Adoption
BG, Board-Staff Communications (Also GBD)
BHA, New Board Member Orientation
DA, Fiscal Management Goals
KA, School-Community Relations Goals

SECTION C: GENERAL SCHOOL ADMINISTRATION

CA	Administration Goals
CBA	Qualifications and Duties of the Superintendent
CBAA	Incapacity of the Superintendent
CBC	Superintendent's Contract
CBG	Evaluation of the Superintendent (Also AFB)
CBI	Board-Superintendent Relationship (Also BCD)
CCA	Organizational Chart
CCB	Staff Relations and Lines of Authority
CH	Policy Implementation
CHB	Board Review of Regulations (Also BFCA)
CHCA	Approval of Handbooks and Directives
CHD	Administration in Policy Absence (Also BFE)

ADMINISTRATION GOALS

The District's administrative organization is designed so that all divisions and departments of the central office and all schools are part of a single system guided by Board policies implemented through the Superintendent. The Board is responsible for specifying its requirements and expectations of the Superintendent and for holding the Superintendent accountable by evaluating how well those requirements and expectations have been met. In turn, the Superintendent is responsible for clearly specifying the Board's requirements and expectations for all other administrators and for holding each accountable by evaluating how well requirements and expectations are met.

Major goals of administration in the District are to:

1. manage the District's various departments and programs effectively;

2. provide professional advice and counsel to the Board and to advisory groups established by Board actions, generally through reviewing alternatives, analyzing the advantages and disadvantages of each and recommending a selection from among the alternatives;

3. implement the management function so as to ensure the best and most effective learning programs through achieving such other goals as to:

    A. provide leadership in keeping abreast of current educational developments;

    B. arrange for the staff development necessary to the establishment and operation of learning programs, which better meet student needs;

    C. coordinate cooperative efforts for the improvement of learning programs, facilities, equipment and materials and

    D. provide access to the decision-making process for the ideas of staff, students, parents and others;

4. develop an effective program of evaluation that includes every position, program and facility in the District and

5. develop and use a team management approach.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

CROSS REFS.: AF, Commitment to Accomplishment
GCL, Certificated Staff Development Opportunities
GDL, Classified Staff Development Opportunities

QUALIFICATIONS AND DUTIES OF THE SUPERINTENDENT

Title: Superintendent

Department: Administration

Building/Facility: Central Office

Reports to: Board of Education

Employment Status: Regular/Full-time

FLSA Status: Exempt

General Description: Serve as the District's chief executive officer; administer, supervise, direct and evaluate the District's educational system

Essential Functions:

1. ensure safety of students
2. perform personnel-related functions, e.g., make recommendations for appointment, promotion, demotion, discharge, assignment and transfer, communicate personnel matters to employees, evaluate staff, provide in-service education to staff and maintain personnel files on current employees
3. direct staff negotiations
4. file state and local required reports
5. assist in preparation of annual budget and appropriations resolution for the Board to consider
6. act as the District's purchasing agent
7. establish and maintain public relations program to inform the public of the District's activities and needs
8. recommend courses of study, curriculum guides and changes in texts and time schedules to the Board
9. supervise teaching, supervision and administration methods
10. propose new policies to the Board
11. continually evaluate the District's progress and needs
12. conduct regular District administrative hearings
13. prepare annual school calendar for Board adoption
14. delegate duties to other staff members
15. prescribe rules for classification and advancement of students
16. make Board recommendations about student transportation in accordance with law and safety requirements

17. recommend location and size of new school sites and additions to existing sites
18. represent the Board as liaison between the District and the community
19. inform the Board about the educational system, as well as local, state and national issues affecting education
20. prepare and distribute agenda to the Board members prior to each regular meeting
21. take immediate action in cases of calamity, acts of nature or other emergencies
22. maintain respect at all times for confidential information, e.g., employee discipline/dismissals/contract issues, negotiations, Board executive sessions, etc.
23. make contacts with the public with tact and diplomacy
24. interact in a positive manner with staff, students and parents
25. attend meetings and in-services as required

Other Duties and Responsibilities:

1. act as liaison between employees and the Board
2. attend local, state and national conferences
3. approve vacation schedules for salaried District employees
4. supervise the purchase and distribution of textbooks, workbooks and other educational materials
5. serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings
6. instill in students belief in and practice of ethical principles and democratic values
7. respond to routine questions and requests in an appropriate manner
8. perform other duties as assigned

Qualifications:

1. valid Superintendent's license issued by the state of Ohio
2. master's degree with a major in educational administration, preferably with completion of one year of graduate work beyond master's degree
3. experience in teaching and administration totaling at least five years
4. valid driver's license
5. alternatives to above qualifications as the Board may find appropriate

Required Knowledge, Skills and Abilities:

1. communicate ideas and directives clearly and effectively, both orally and in writing
2. effective, active listening skills
3. work effectively with others
4. organizational and problem-solving skills
5. organize and compile data for various state and federal reports
6. extensive knowledge of school finance
7. recommend additions and/or changes to curriculum appropriate to students' needs
8. handle multitude of tasks simultaneously and in timely manner

9. handle constant pressure and substantial amounts of stress
10. supervise variety of jobs and positions
11. strong visionary and leadership skills
12. confidence to make decisions based on the best interest of students

Equipment Operated:

1. computer/printer
2. calculator
3. copy machine
4. fax machine
5. telephone

Additional Working Conditions:

1. frequent travel
2. frequent evening and/or weekend work
3. requirement to lift, carry, push and pull various items
4. repetitive hand motion, e.g., computer keyboard, calculator, typewriter
5. occasional exposure to blood, bodily fluids and tissue
6. occasional interaction among unruly children
7. regular requirement to sit, stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, crouch, climb, kneel and stoop

NOTE: The above lists are not ranked in order of importance.

This job description is subject to change and in no manner states or implies that these are the only duties and responsibilities to be performed by the incumbent. The incumbent will be required to follow the instructions and perform the duties required by the incumbent's supervisor/appointing authority.

_____ _____
Board President Date

My signature below signifies that I have reviewed the contents of my job description and that I am aware of the requirements of my position.

_____ _____
Signature Date

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3319.01; 3319.16; 3319.22

CROSS REFS.: CBAA, Incapacity of the Superintendent
CBG, Evaluation of the Superintendent (Also AFB)
CCA, Organizational Chart
CCB, Staff Relations and Lines of Authority

INCAPACITY OF THE SUPERINTENDENT

As the executive officer of the District, the Superintendent has a major responsibility in managing the operation of the schools.

Should the Superintendent become incapacitated, the Board appoints a Superintendent Pro Tempore who shall meet the certificate requirement as established by law. The appointment is made by a majority vote of the Board and only after the conditions relating to incapacity are met in accordance with State law and the Family and Medical Leave Act (FMLA).

The Superintendent Pro Tempore performs all the duties and functions of the Superintendent and may be removed at any time by a two-thirds majority vote of the members of the Board or upon return to full-time active service of the Superintendent.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2601 et seq.
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
ORC 3319.01; 3319.011; 3319.13; 3319.16

CROSS REFS.: CBA, Qualifications and Duties of the Superintendent
GBR, Family and Medical Leave

INCAPACITY OF THE SUPERINTENDENT

A Superintendent Pro Tempore is appointed by a majority of the members of the Board upon determining that the Superintendent is incapacitated in such a manner that he/she is unable to perform the duties of that office. Such incapacity is determined:

1. by request of the Superintendent, if the Superintendent is absent with pay for reasons of personal illness, injury or exposure to contagious disease that could be communicated to others;

2. upon certification of the attending physician that the Superintendent is unable to perform the duties of the office of Superintendent;

3. upon the determination of a referee that the Superintendent is unable to perform the duties of the office of Superintendent;

4. upon the granting of a leave of absence without pay requested by the Superintendent for reasons of illness, injury or other disability or

5. upon the placing of the Superintendent upon an unrequested leave of absence without pay for reasons of illness or other disability.

During the period of incapacity, the Superintendent may:

1. at his/her request, be placed on sick leave, with pay, not to exceed the extent of his/her accumulated, but unused, sick leave and any advancement of such sick leave, which may be authorized by Board policy;

2. at his/her request, or without such request, pursuant to the Family and Medical Leave Act (FMLA), be placed on unpaid FMLA leave for up to 12 weeks per year and

3. at his/her request, or without his/her request, the Superintendent may be placed on a leave of absence without pay.

The leave provided during the period of incapacity (described above) will not extend beyond the contract or term of office.

The Superintendent may, upon request to the Board, be returned to active-duty status, unless the Board denies the request within 10 days of receipt of the request. The Board may require the Superintendent to establish to its satisfaction that he/she is capable of resuming such duties and that the duties be resumed on a full-time basis.

The Board may demand that the Superintendent return to active service; upon the determination that he/she is able to resume his/her duties, the Superintendent will return to active service.

The Superintendent may request a hearing before the Board on any action taken under this policy and has the same rights as are granted under State law.

The Board fixes the compensation of the Superintendent Pro Tempore in accordance with State law. He/She serves until the Superintendent's incapacity is removed or until the expiration of the Superintendent's contract or term of office, whichever is earlier.

(Approval date: July 31, 1995)
(Re-approval date: December 30, 2002)
(Re-approval date: October 21, 2019)

SUPERINTENDENT'S CONTRACT

The appointment of the Superintendent is secured through a written agreement stating the terms of the contract. The contract meets all State law requirements and protects the rights of both the Board and the Superintendent.

The Superintendent is appointed for a term not to exceed five years. The term commences on August 1 and continues through July 31 of the year in which the contract expires. Should a vacancy occur midterm, the Board can appoint a new hire to a term starting on any date – as long as the length of the contract does not exceed five years from the prior August 1. The period of time in which the Superintendent's contract may be renewed begins on January 1 of the year prior to the contract's expiration and ends on March 1 of the year in which the contract expires.

Salary and benefits are determined by the Board at the time of the appointment and are reviewed by the Board each year. The Superintendent's salary may be increased or decreased during his/her term of office. However, any decrease must be part of "a uniform plan" affecting salaries of all District employees.

The Board authorizes the annual payment of the Superintendent's accrued, unused vacation leave.

If the Board intends to nonrenew the Superintendent's contract, notice in writing of the intended nonrenewal must be given to the Superintendent on or before March 1 of the year in which the contract expires.

Nothing in this policy shall prevent the Board from making the final determination regarding the renewal or nonrenewal of the Superintendent's contract.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 124.384(C); 124.39(C)
3319.01; 3319.16; 3319.225

CROSS REFS.: CBA, Qualifications and Duties of the Superintendent
CBAA, Incapacity of the Superintendent
CBG, Evaluation of the Superintendent (Also AFB)
CBI, Board-Superintendent Relationship (Also BCD)

EVALUATION OF THE SUPERINTENDENT

The Board evaluates the performance of the Superintendent in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

Through evaluation of the Superintendent, the Board strives to:

1. clarify the role of the Superintendent as seen by the Board;

2. develop harmonious working relationships between the Board and the Superintendent;

3. provide administrative leadership for the District and

4. identify strengths and weaknesses of the Superintendent's performance.

Criteria for the evaluation of the Superintendent are based upon the Superintendent's job description and relate directly to each of the tasks described. The job description and any revisions thereto are developed in consultation with the Superintendent and adopted by the Board.

The Board evaluates the abilities and services of the Superintendent at least once a year.

The evaluation of the Superintendent's abilities and performance is written and made available to and discussed with the Superintendent. The Board considers the evaluation of the Superintendent in acting to renew or nonrenew his/her contract.

This evaluation procedure does not create an expectancy of continued employment. Nothing contained herein prevents the Board from making any final determination regarding the renewal or nonrenewal of the Superintendent's contract.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3319.01; 3319.16

CROSS REFS.: BDC, Executive Sessions
CBA, Qualifications and Duties of the Superintendent
CBC, Superintendent's Contract
CBI, Board-Superintendent Relationship (Also BCD)

BOARD-SUPERINTENDENT RELATIONSHIP

The enactment of policies, consistent with long-term goals, is the most important function of the Board, and the execution of the policies should be the function of the Superintendent and his/her staff.

Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the District within the Board's policies and frees the Board to devote its time to policymaking and appraisal functions.

The Board holds the Superintendent responsible for the administration of its policies, the execution of Board decisions, the operation of the District and keeping the Board informed about District operations and problems.

The Board strives to procure the best professional leader available as its Superintendent. The Board:

1. gives the Superintendent full administrative authority for properly discharging his/her professional duties, holding him/her responsible for acceptable results;

2. acts in matters of employment or dismissal of personnel after receiving the recommendations of the Superintendent;

3. refers all complaints to the Superintendent for appropriate investigation and action;

4. strives to provide adequate safeguards for the Superintendent and other staff members so that they can discharge their duties on a thoroughly professional basis and

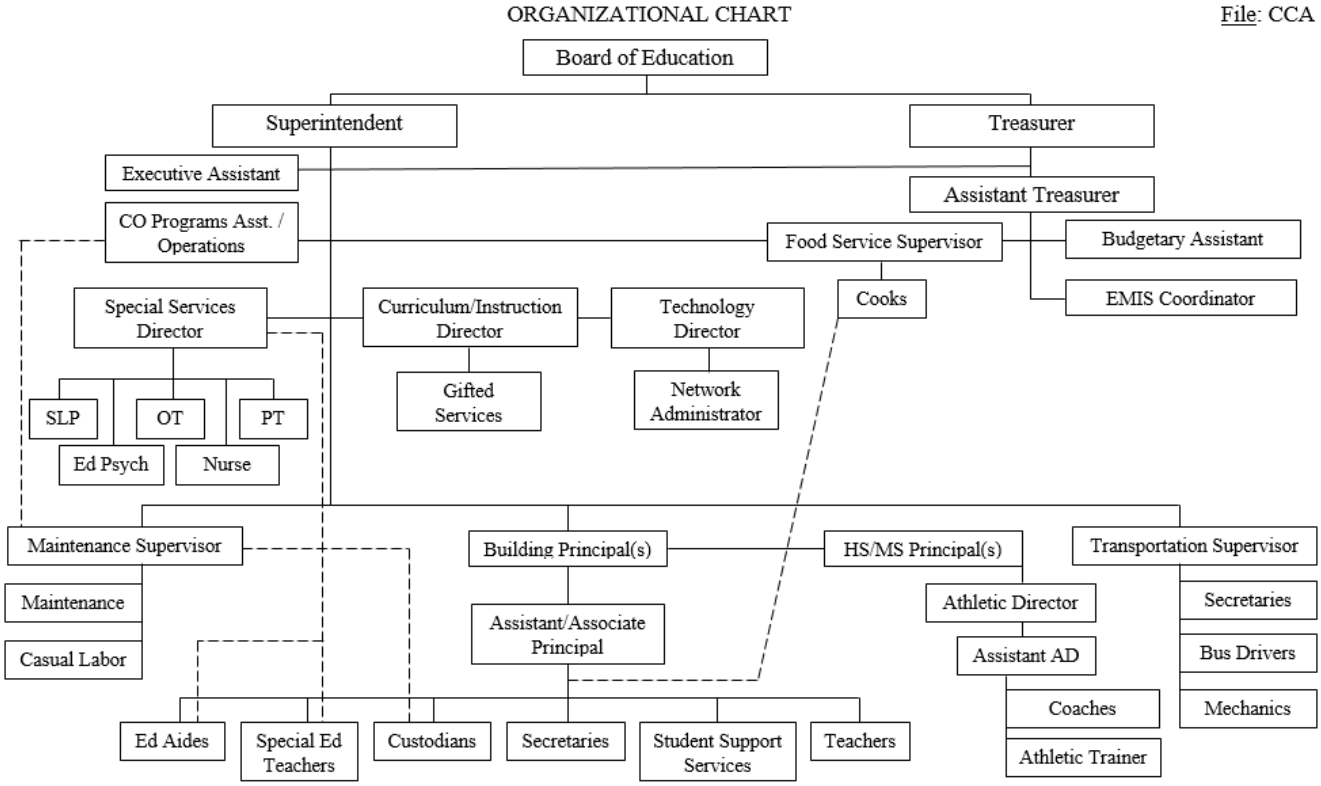
5. presents personal criticisms of any employee directly to the Superintendent.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.20(A)
3319.01

CROSS REFS.: AFB, Evaluation of the Superintendent (Also CBG)
BDC, Executive Sessions
CBC, Superintendent's Contract

ORGANIZATIONAL CHART



[Adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 19, 2009]
[Re-adoption date: October 21, 2019]
[Re-adoption date: January 10, 2022]

CONTRACT REF.: CCB, Staff Relations and Lines of Authority

Warren Local School District, Vincent, Ohio

——— Direct Line of Authority

- - - - - - - Indirect Line of Authority

STAFF RELATIONS AND LINES OF AUTHORITY

The Superintendent establishes clear understandings on the part of all personnel of the working relationships in the District.

Lines of direct authority are those approved by the Board and are shown on the District's organizational chart.

Personnel are expected to refer matters requiring administrative action to the administrator to whom they are responsible. The administrator refers such matters to the next higher administrative authority when necessary. All personnel are expected to keep the person to whom they are immediately responsible informed of their activities by whatever means the person in charge deems appropriate.

Lines of authority do not restrict in any way the cooperative, sensible working together of all staff members at all levels in order to develop the best possible school programs and services. The established lines of authority represent direction of authority and responsibility. When the staff is working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the District.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: November, 2004]
[Re-adoption date: October 21, 2019]

CROSS REFS.: ABB, Staff Involvement in Decision Making (Also GBB)
ACAA, Sexual Harassment
BG, Board-Staff Communications (Also GBD)
CCA, Organizational Chart
KL, Public Complaints
KLB, Public Complaints About the Curriculum or Instructional Materials

POLICY IMPLEMENTATION

It is expected that all Board employees and students follow all Board policies and regulations.

There are many activities that are common to all schools, but procedures for conducting them may vary from building to building. Principals establish procedures for conducting activities in their individual schools within the larger framework of District regulations and Board policies.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.17; 3313.20; 3313.47

CROSS REF.: CHB, Board Review of Regulations (Also BFCA)

BOARD REVIEW OF REGULATIONS

State law requires the Board to make rules and regulations for the government of the District, its employees, students and all other persons entering the District's grounds and premises.

Before issuance, Board regulations are properly titled and coded as appropriate to subject and in conformance with the codification system selected by the Board. Those regulations officially approved by the Board are so marked. All other regulations appearing in the manual are considered approved, provided that they are in accordance with the accompanying Board policy.

The Board may review regulations developed by the administration to implement policy. The Board revises or nullifies these administrative regulations only when they are inconsistent with policies adopted by the Board or when they are not in the best interest of the District.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.17; 3313.20; 3313.47

CROSS REFS.: BF, Board Policy Development and Adoption
CH, Policy Implementation

APPROVAL OF HANDBOOKS AND DIRECTIVES

In order that pertinent Board policies, regulations and school rules are known by all staff members and students affected by them, administrators are granted authority to issue staff and student handbooks as necessary. Handbooks are distributed to students at the beginning of each school year and it is the responsibility of the students and their parents to review and become familiar with all policies and rules contained in the handbooks.

It is essential that the contents of all handbooks conform with Districtwide policies and regulations and that all handbooks bearing the name of the District be of a quality that reflects credit on the District. Student handbooks should be consistent by both grade and building levels. Administrators at all levels should review handbooks for consistency. The Board approves all handbooks prior to publication.

The Board reviews and approves the handbooks in order that the contents are accorded the legal status of Board-approved policies and regulations. The Superintendent uses his/her judgment as to whether other specific handbooks need Board approval.

All handbooks published are to be made available to the Board for informational purposes.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REF.: ORC 3313.20

CROSS REFS.: Staff Handbooks
Student Handbooks

ADMINISTRATION IN POLICY ABSENCE

In the absence of Board policy, the Superintendent may take temporary action that would be in accordance with the overall policy of the Board. The Superintendent is not free to act when the action involves a duty of the Board that by law cannot be delegated.

In each case, the Superintendent shall present the matter to the Board for its consideration at its next meeting.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.18; 3313.20(A)

CROSS REF.: BF, Board Policy Development and Adoption

SECTION D: FISCAL MANAGEMENT

DA	Fiscal Management Goals
DB	Annual Budget and Appropriations Measure
DBD	Budget Planning (Five-Year Forecast)
DBH	Budget Adoption Procedures (Tax Budget)
DBK	Budget Modification Authority
DCA	Post-Issuance Compliance
DD	Funding Proposals and Applications
DE	Revenues from Tax Sources
DECA	Administration of Federal Grant Funds
DFA	Revenues from Investments
DGA	Authorized Signatures (Use of Facsimile Signatures)
DH	Bonded Employees and Officers
DI	Fiscal Accounting and Reporting
DID	Inventories (Fixed Assets)
DIE	Audits
DJ	Purchasing
DJB	Petty Cash Accounts
DJC	Bidding Requirements
DJF	Purchasing Procedures
DJH	Credit Cards
DK	Payment Procedures
DLB	Salary Deductions
DLC	Expense Reimbursements
DM	Deposit of Public Funds (Cash Collection Points)
DN	School Properties Disposal

FISCAL MANAGEMENT GOALS

The quantity and quality of learning programs are related to the funding provided and the effective, efficient management of those funds. It follows that the District's purposes can best be achieved through prudent fiscal management.

Due to resource limitations, there is sometimes a temptation to operate so that fiscal concerns overshadow the educational program. Recognizing this, it is essential that the Board take specific action to make certain that education remains central and that fiscal management contributes to the educational program. This concept is incorporated into Board operations and into all aspects of District management and operation.

As trustees of the community's investment in the facilities, materials and operational funds, the Board has a fiduciary responsibility to ensure that the investment is protected and used wisely. Competent personnel and efficient procedures are essential for sound management of fiscal affairs. The Board expects that the Superintendent and the Treasurer keep it informed through both oral and written reports on the fiscal management of the District.

With the cooperation of the Treasurer and assistance from other designated personnel, the Superintendent is expected to develop an efficient and effective procedure for fiscal accounting, purchasing and the protection of plant, grounds, materials and equipment through prudent and economical operation, maintenance and insurance.

The Board seeks to achieve the following goals to:

1. engage in thorough advance planning, with staff and community involvement, in order to develop budgets and to guide expenditures to achieve the greatest educational returns for the dollars expended;

2. establish levels of funding that provide high quality education for the District's students;

3. use the best available techniques for budget development and management;

4. provide timely and appropriate information to all staff with fiscal management responsibilities and

5. establish effective procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors and all other areas of fiscal management.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

Warren Local School District, Vincent, Ohio

ANNUAL BUDGET AND APPROPRIATIONS MEASURE/ BUDGET MODIFICATION AUTHORITY

Budget

The purpose of the annual tax budget is to identify adequate financial resources for the education program and to provide a basis for accountability in fiscal management. The District budget is also the legal basis for the establishment of tax rates.

The annual tax budget is regulated and controlled by State law and requirements of the county budget commission. The Board may establish additional budget requirements for funds at its disposal.

The Treasurer, the Superintendent and their staffs are responsible for the preparation of the annual budget and presentation of the budget to the Board for adoption.

Appropriations

As permitted by law, at the start of the fiscal year, the Board may pass a temporary appropriations measure to provide for meeting the ordinary expenses of the District until such time as the Board approves the annual appropriations resolution for the year, which is not later than October 1. If by October 1 the county budget commission has not certified all amended certificates of estimated resources to the Board of Education (or submitted a certification that no amended certificates are necessary), the Board can delay action on the annual appropriation measure until such time as the certificates are received.

The Treasurer files both the temporary and final appropriations measures at the proper times with the office of the County Auditor.

The Treasurer/designee notifies each school administrator and/or department head of the allocations approved for expenditure.

Budget Modification

Appropriations approved by the Board at the fund level may receive a line item increase as long as there is a corresponding decrease. Any increase in the amount of the appropriation measure or transfers of funds permitted by law from major fund to major fund require Board approval and may require approval from the Court of Common Pleas.

Transfers Among Categories

It is the responsibility of the Treasurer to examine the appropriations categories and make the necessary recommendations to the Board.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 9.34
3313.18
5705.14; 5705.15; 5705.16; 5705.28; 5705.29; 5705.35 through 5705.412

BUDGET PLANNING
(Five-Year Forecast)

Budget planning is an integral part of program planning so that the annual operating budget may effectively express and implement all programs and activities of the District. Budget planning is a year-round process involving broad participation by administrators, teachers and other personnel throughout the District.

The Treasurer is responsible for preparing the five-year forecast for the Board's approval. The forecast is for the current fiscal year and four years beyond.

The five-year forecast is prepared twice a year and filed with the Ohio Department of Education. The initial filing is due on or before November 30 and an update by May 31. The five-year forecast is updated as often as necessary in order to communicate significant changes in the District's financial position.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 5705.01; 5705.28 through 5705.32; 5705.35; 5705.36; 5705.37; 5705.39; 5705.391

CROSS REF.: BCF, Advisory Committees to the Board

BUDGET ADOPTION PROCEDURES
(Tax Budget)

The purpose of the annual tax budget is to enable the county budget commission to establish tax rates and to serve as a basis for certification of revenue to the District.

The annual tax budget is regulated and controlled by State law and the requirements of the local county budget commission in which the District is located. The commission may require the Board to provide any information needed by the commission to perform its duties.

It is the responsibility of the Treasurer to prepare the necessary tax budget information and to attend any required tax budget meetings.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 5705.04; 5705.28; 5705.281; 5705.30

POST–ISSUANCE COMPLIANCE

Purpose

The Warren Local School District, Washington and Athens Counties, Ohio (the "District") uses bonds as one means of financing capital projects in support of its mission. This Post-Issuance Compliance Policy ("Policy") outlines the policies and procedures to promote compliance with Federal income tax and securities laws, as well as the requirements set forth in the bond documents for each bond issue. The policy is to strictly follow the U.S. Constitution and laws and the Ohio Constitution and laws. For purposes of this policy, the term "bonds" means any obligation of the District incurred for the purpose of borrowing money, including, without limitation, bonds, notes and certificates of participation in capital leases.

1. Monitoring of Post-Issuance Compliance

   Monitoring of post-issuance compliance for bonds will be the responsibility of the Treasurer. The Treasurer may designate employees to carry out the Treasurer's duties under this policy on the Treasurer's behalf in the same manner and with the same effect as any similar designation for any other purpose permitted by law.

2. Compliance with Covenants in Bond Documents

   The Treasurer shall ensure compliance with all financial and operational covenants made by the District in the bond documents, including but not limited to financial reporting, insurance requirements, the recording of mortgages, restrictions on incurring additional indebtedness, restrictions on the disposition of property, and restrictions on granting liens or encumbering property.

3. Federal Tax Law Compliance

   A. Proper Use of Proceeds

      The Treasurer shall ensure that bond proceeds are allocated to expenditures in a manner that is consistent with the purpose for which each bond issue is undertaken, as set forth in any tax compliance certificate or agreement related to each bond issue.

   B. Investment of Bond Proceeds

      The Treasurer shall ensure that bond proceeds are invested in investments that are permissible under the terms of the Ohio Revised Code, the bond documents, and any applicable Federal tax laws.

C. Arbitrage Rebate Calculations

The Treasurer shall ensure the timely completion of arbitrage rebate calculations and filings.

D. Administration of Direct Pay Bonds

The Treasurer shall ensure the proper administration of each issue of bonds qualifying for the payment by the federal government of a credit equal to a percentage of interest on such bonds, including the timely completion and filing of any forms required by the Internal Revenue Service to maintain or establish the applicable status of the bonds for purposes of federal income taxation.

E. Use of Bond-Financed Facilities

The Treasurer shall consult with bond counsel for the District before entering into any agreement or other arrangement for the sale, lease, or use of bond-financed property, including, but not limited to, service, vendor, and management contracts, research agreements, licenses to use bond-financed property, or naming rights agreements. The Treasurer/designee shall review such agreements for compliance with Federal tax laws and complete a Private Business Use Contract Review Worksheet (attached as Exhibit A) to document that such review has been completed.

F. Post-Issuance Transactions

The Treasurer shall consult with bond counsel for the District before making any modifications or amendments to the bond documents for a bond issue, including, but not limited to, entering or modifying investment agreements; making any change in security for the bonds; engaging in post-issuance credit enhancement transactions (e.g., bond insurance, letter of credit) or hedging transactions (e.g., interest rate swap, cap); terminating or appointing successor trustees; releasing any lien; or reissuing the bonds.

G. Remedial Action

In the event that it is determined that any use of bond proceeds or bond-financed facilities is inconsistent with the character of the status for federal income tax purposes of the bonds, the Treasurer shall consult with the District's bond counsel for the purpose of determining the nature and extent of any remedial action necessary or proper for the District to take with respect to such bonds or bond-financed facilities according to Treasury Regulations Section 1.141-12 or other remedial actions authorized by the Commissioner of Internal Revenue under 1.141-12(h).

4. Federal Securities Law Compliance

   A. The Treasurer shall ensure compliance with all applicable Federal securities laws and regulations, including the continuing disclosure requirements of Rule 15c2-12 promulgated under the Securities Exchange Act of 1934.

   B. To the extent required by any continuing disclosure agreement, the Treasurer shall:

      1) On an annual basis, submit an annual financial report, including audited financial statements and any other information required by the continuing disclosure agreement, to the entities required by the bond documents.

      2) Make a timely report of any significant material events (as defined by the continuing disclosure agreement) related to the District's outstanding bond issues to the entities required by the bond documents.

5. Recordkeeping

   A. Responsibility for Records Maintenance

      1) The Treasurer shall be responsible for maintaining records related to bonds of the District.

      2) The Treasurer shall maintain a central list of records related to each issue of bonds of the District. The list shall identify:

         a) the name and date of the document related to the issue;

         b) the person or office responsible for the document and

         c) the physical or electronic location of the document.

   B. Bond Records to be Maintained

      1) The following records shall be maintained for each outstanding bond issue for the term of the outstanding bond issue plus three years:

         a) Basic records relating to the bond transaction, including the trust indenture, loan, lease, or other financing agreement, the relevant IRS Form 8038 (including Forms 8038-G, 8038-B, or 8038-TC, as applicable) with proof of filing, and bond counsel opinion shall be maintained by the Treasurer's office;

b) Documentation evidencing the expenditure of bond proceeds, such as construction or contract invoices and receipts for equipment and furnishings, as well as records of any special allocation made for tax purposes shall be maintained by the Treasurer's office;

c) Documentation evidencing the lease or use of bond-financed property by public and private sources, including, but not limited to, service, vendor and management contracts, research agreements, licenses to use bond-financed property or naming rights agreements shall be maintained by the District office executing such agreement for use of bond-financed property and

d) Documents pertaining to investment of bond proceeds, including the yield calculations for each class of investments, actual investment income received from the investment of proceeds, and rebate calculations shall be maintained by the Treasurer's office.

2) The Treasurer shall maintain the District's audited financial statements for not less than seven years.

6. Bond Counsel Review

The Treasurer may engage bond counsel to assist in implementing this policy, including, but not limited to, assistance in the following areas:

A. rebate calculations and compliance;

B. records retention;

C. periodic review of the central list of records related to bonds for compliance with Federal tax laws regarding private business use;

D. other Federal tax law compliance, including any annual reporting requirements that may be imposed by the Internal Revenue Service and

E. Federal securities law compliance.

7. Training Requirements

Within six months of becoming the Treasurer, and on an as-needed basis thereafter, the Treasurer/designee shall undergo training regarding basic federal tax concepts relating to bonds and records required to be maintained under this policy.

8. Annual Policy Review

On an annual basis, or sooner if deemed necessary by the Treasurer, the Treasurer shall review this policy and assess the District's compliance with this policy. The Treasurer shall make changes to this policy as appropriate to ensure compliance with any covenants in the bond documents or the requirements of Federal tax and securities laws and any other applicable law.

[Adoption date: May 18, 2015]
[Re-adoption date: October 21, 2019]

FUNDING PROPOSALS AND APPLICATIONS

The Board directs the Superintendent/designee to apply for any state or federal grants for which the District is eligible, at his/her discretion. The Superintendent/designee evaluates federally funded programs and state grants, including their possible benefits to the students in the District, apprises the Board of the worth of each and makes recommendations accordingly.

The District participates to its limit of eligibility in the use of funds provided by the state for the educational benefit of its students.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REF.: ORC 3313.20

REVENUES FROM TAX SOURCES

In an attempt to provide sufficient financial resources, the Board:

1. requests that voters approve adequate local funds for the operation of the District and determines the amount of the individual levies at the time of the initial request, or at the time of a request for renewal or replacement, to yield sufficient revenue for the operating expenses of the District;

2. accepts available state funds to which the District is entitled by law or through regulations of the State Board of Education and

3. accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Ohio Const. Art. XII, Section 2
ORC 3301.07
3311.21
3313.17 through 3313.20; 3313.29; 3313.51
3317.01 through 3317.11
3323.09
Chapters 5701; 5705
5748.01 through 5748.06

ADMINISTRATION OF FEDERAL GRANT FUNDS

The Board accepts federal funds, which are available, provided that there is a specific need for them and that the required matching funds are available. The Board intends to administer federal grant awards efficiently, effectively and in compliance with all requirements imposed by law, the awarding agency and the Ohio Department of Education (ODE) or other applicable pass-through entity.

The Board directs the Treasurer to develop, monitor, and enforce effective financial management systems and other internal controls over federal awards that provide reasonable assurances that the District is managing the awards in compliance with all requirements for federal grants and awards. Systems and controls must meet all requirements of Federal law and regulation, including the Uniform Guidance issued by the U.S. Office of Management and Budget (OMB) and any applicable state requirements, and shall be based on best practices.

All individuals responsible for the administration of a federal grant or award shall be provided sufficient training to carry out their duties in accordance with all applicable requirements for the federal grant or award.

The financial management systems and internal controls must provide for:

1. identification of all federal funds received and expended and their program source;

2. accurate, current, and complete disclosure of financial data in accordance with federal requirements;

3. records sufficient to track the receipt and use of funds;

4. effective control and accountability over assets to assure they are used only for authorized purposes and

5. comparison of expenditures against budget.

In addition, written procedures must be established for cash management and for determining the allowability of costs, as required by the Uniform Guidance.

At a minimum, the financial management systems and internal controls will address the following areas:

1. Allowability

   Costs charged by the school system to a federal grant must be allowed under the individual program and be in accordance with the cost principles established in the Uniform Guidance, including how charges made to the grant for personnel are to be determined. Costs will be charged to a federal grant only when the cost is:

   A. reasonable and necessary for the program;

   B. in compliance with applicable laws, regulations, and grant terms;

   C. allocable to the grant;

   D. adequately documented and

   E. consistent with District policies and procedures that apply to both federally funded and non-federally funded activities.

   Internal controls will be sufficient to provide reasonable assurance that charges to federal awards for personnel expenses are accurate, allowable, and properly allocated and documented.

   Controls include time and effort reporting in accordance with Uniform Guidance and the requirements of ODE or other applicable pass-through entity. Records are sufficient to verify that time spent and compensation (including salary and benefits) are allocable to the fund.

2. Cash Management and Fund Control

   Payment methods must be established in writing that minimize the time elapsed between the draw-down of federal funds and the disbursement of those funds. Standards for funds control and accountability must be met as required by the Uniform Guidance for advance payments and in accordance with the requirements of ODE or other applicable pass-through entity.

3. Procurement

Prior to July 1, 2018, the District followed the requirements outlined in previous OMB guidance. Effective July 1, 2018 all purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

The District avoids situations that unnecessarily restrict competition and avoids acquisition of unnecessary or duplicative items. Individuals or organizations that develop or draft specifications, requirements, statements of work, and/or invitations for bids, requests for proposals, or invitations to negotiate, are excluded from competing for such purchases. The District performs a cost and price analysis for every procurement over the established simplified acquisition threshold.

Contracts are awarded only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration is given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. No contract is awarded to a contractor who is suspended or debarred from eligibility for participation in federal assistance programs or activities.

The District takes all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.

Purchasing records are sufficiently maintained to detail the history of all procurements and must include at least the rationale for the method of procurement, selection of contract type, and contractor selection or rejection; the basis for the contract price; and verification that the contractor is not suspended or debarred.

4. Conflict of Interest and Mandatory Disclosures

The District complies with the requirements of State law and the Uniform Guidance for conflicts of interest and mandatory disclosures for all procurements with federal funds.

Each employee, Board member, or agent of the school system who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest must disclose that conflict in writing to the Treasurer. The Treasurer discloses in writing any potential conflict of interest to ODE or other applicable pass-through entity.

A conflict of interest would arise when the covered individual, any member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of those parties, has a financial or other interest in or receives a tangible personal benefit from a firm considered for a contract. A covered individual who is required to disclose a conflict will not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Employees, Board members, or agents of the District will not solicit or accept any gratuities, favors, or items from a contractor or a party to a subcontractor for a federal grant or award. Violations of this rule are subject to disciplinary action.

The Treasurer discloses in writing to ODE or other applicable pass-through entity in a timely manner all violations of federal criminal law involving fraud, bribery, or gratuities potentially affecting any federal award. The Treasurer fully addresses any such violations promptly and notifies the Board accordingly.

5. Equipment and Supplies Purchased with Federal Funds

   Equipment and supplies acquired with federal funds will be used, managed, and disposed of in accordance with applicable state and federal requirements. Property records and inventory systems shall be sufficiently maintained to account for and track equipment that has been acquired with federal funds.

6. Accountability and Certifications

   All fiscal transactions must be approved by the Treasurer/designee who can attest that the expenditure is allowable and approved under the federal program. The Treasurer submits all required certifications.

7. Monitoring and Reporting Performance

   The Treasurer will establish sufficient oversight of the operations of federally supported activities to assure compliance with applicable federal requirements and to ensure that program objectives established by the awarding agency are being achieved. The District submits all reports as required by federal or state authorities.

[Adoption date: December 19, 2016]
[Re-adoption date: May 15, 2017]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 9.314
117.101; 117.43
3313.33; 3313.46
3319.04
5705.39; 5705.41; 5705.412
2 C.F.R. Part 200

CROSS REFS.: BBFA, Board Member Conflict of Interest
BCC, Qualifications and Duties of the Treasurer
DI, Fiscal Accounting and Reporting
DID, Inventories (Fixed Assets)
DJ, Purchasing
DJC, Bidding Requirements
DJF, Purchasing Procedures
DK, Payment Procedures
EF/EFB, Food Services Management/Free and Reduced-Price Food Services
GBCA, Staff Conflict of Interest
IGBJ, Title I Programs

REVENUES FROM INVESTMENTS

Scope

The Board directs that the investing authority of the District resides with its Treasurer. This policy is designed to cover all monies under the control of the Board.

Objectives and Guidelines

The following investment objectives are applied in the management of the District's funds:

1. Liquidity: The investment portfolio remains sufficiently liquid to enable the Treasurer to meet reasonably anticipated operating requirements.

2. Safety: Investments are undertaken in a manner consistent with State law, which seeks to ensure the preservation of public funds.

3. Income: The Treasurer strives to achieve a fair and safe rate of return on the investment portfolio over the course of budgetary and economic cycles, taking into account State law, safety considerations and cash flow requirements.

4. Diversification: The investment portfolio should be diversified in order to avoid incurring potential losses regarding individual securities that may not be held to maturity, whether by erosion of market value or change in market conditions.

5. Prudence: Investments are made with judgment and care – under circumstances then prevailing – which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived.

6. Bank Accounts: Relationships with banks are managed in order to secure adequate services while minimizing costs. Deposits should be concentrated in single accounts except where audit control considerations dictate otherwise.

Authorized Financial Institutions and Dealers

U.S. Treasury and agency securities purchased outright are made only through a member of the National Association of Securities Dealers, through a bank, savings bank or savings and loan association regulated by the Superintendent of Financial Institutions or through an institution regulated by the Comptroller of the Currency, Federal Deposit Insurance Corporation or board of governors of the Federal Reserve System.

1. Repurchase agreements are transacted through banks and/or eligible dealers consistent with State law.

2. Certificates of deposit are transacted through commercial banks or savings and loans with FDIC coverage, and qualify as eligible financial institutions under State law.

Maturity

To the extent possible, the Treasurer attempts to match the District's investments with anticipated cash flow requirements. Unless matched to a specific cash flow requirement, the Treasurer will not directly invest in securities maturing more than five years from the date of purchase.

Derivatives

Investments in derivatives are strictly prohibited. A derivative means a financial instrument or contract or obligation whose value or return is based upon or linked to another asset or index, or both, separate from the financial instrument, contract or obligation itself. Additionally, any security, obligation, trust account or instrument that is created from an obligation of a federal agency or instrumentality or is created from both is considered a derivative instrument.

Allowable Investments

The Treasurer may invest in any instrument or security authorized in State law as amended. A copy of the appropriate section of the Ohio Revised Code is kept with this policy.

Collateral

All deposits are collateralized pursuant to State law.

Reporting

The Treasurer reports and maintains records of all investments and deposits.

All brokers, dealers and financial institutions initiating transactions with the investment authority by giving advice or executing transactions initiated by the investment authority must acknowledge their agreement to abide by the investment policy's content.

Internal Controls

The investing authority establishes a system of internal controls, which are documented in writing. The internal controls are reviewed periodically by an independent auditor. The controls are designed to prevent loss of public funds due to fraud, employee error and imprudent actions by employees and officers of the District.

[Adoption date: July 31, 1995]
[Re-adoption date: October 15, 2001]
[Re-adoption date: December 30, 2002]
[Re-adoption date: December 19, 2016]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Intergovernmental Cooperation Act
ORC 135.01 through 135.21
3313.51

AUTHORIZED SIGNATURES
(Use of Facsimile Signatures)

The Treasurer authorizes these designated depositories to honor any instrument bearing an authorized facsimile signature in a form as he/she may designate and to charge the same to the account as fully as though it bore a manually written signature.

A facsimile signature includes, but is not limited to, the reproduction of any authorized signature by a copper plate or a photographic, photostatic or mechanical device. Written notice of the adoption of a facsimile signature is provided to the depositories. The notice includes a description of the device to be used and a sample of the facsimile signature. Written approval must be received from the depository before the facsimile signature can be used.

The Board purchases a surety bond to protect the loss of any public funds.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 9.10 through 9.12; 9.14
1306.06

BONDED EMPLOYEES AND OFFICERS

At the time of appointment or reappointment of the Treasurer, the Board authorizes the Treasurer to execute a bond for himself/herself in an amount determined and approved by the Board. The bond must be deposited with the Board President and a copy certified by him/her must be filed with the County Auditor. The premium is paid by the Board.

The Superintendent, Board President and employees who handle school funds are included, at Board expense, in a position schedule bond or under the District liability insurance policy. The District also provides for appropriate bonding or insurance for non-employees collecting money on behalf of the District.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: June 15, 2009]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 16, 2021]

LEGAL REFS.: ORC 3.06; 3.061
131.18
3313.25; 3313.83
3319.05
5705.412

CROSS REFS.: DM, Deposit of Public Funds (Cash Collection Points)
EI, Insurance Management

FISCAL ACCOUNTING AND REPORTING

The District's accounting system is in conformance with the Uniform School Accounting System as prescribed by the Auditor of State for the use of school districts, federal funds also are accounted for in conformance with the Uniform Guidance issued by the U.S. Office of Management and Budget and any applicable state requirements. The Treasurer is responsible for receiving and properly accounting for all funds of the District.

The financial records must be adequate to:

1. guide the making or deferring of purchases, the expansion or curtailing of programs and the controlling of expenses;

2. ensure that current data are immediately available and in such form that routine summaries can be readily made;

3. serve as a guide to budget estimates for future years and to hold expenditures to the amounts appropriated and

4. show that those in charge have handled funds within limitations established by law and in accordance with Board policy.

The Board receives monthly financial statements from the Treasurer, which show receipts, disbursements, appropriations, encumbrances and balances. The Treasurer makes all other financial reports required by law or by state or federal agencies and submits them to the proper authorities.

The Treasurer provides the Board with any other financial management reports that the Board determines necessary.

Financial records are permanent. The supporting documents may be destroyed only in compliance with the provisions of State law and in compliance with specifications of the District's records commission, the Auditor of State and the Ohio History Connection.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 117.101; 117.38; 117.43
149.01 through 149.43
3301.07
3313.29; 3313.32
3315.04
Chapter 1347
Chapter 5705
2 C.F.R. Part 200

CROSS REFS.: DECA, Administration of Federal Grant Funds
EHA, Data and Records Retention

INVENTORIES
(Fixed Assets)

The Board, as steward of this District's property, recognizes that efficient management and full replacement upon loss requires accurate inventory and properly maintained property records.

The District conducts a complete inventory every five years, by physical count, of all District-owned equipment and supplies. For purposes of this policy, "equipment" means a unit of furniture or furnishings, an instrument, a machine, an apparatus or articles that retain shape and appearance with use, is nonexpendable and does not lose its identity when incorporated into a more complex unit. For purpose of items purchased with federal funds, equipment is defined as tangible, nonexpendable personal property having a useful life of more than one year with an acquisition cost of $5,000 or more per unit.

This District maintains a fixed asset accounting system. The fixed asset system maintains sufficient information to permit:

1. preparation of year-end financial statements in accordance with generally accepted accounting principles (GAAP);

2. adequate insurance coverage and

3. control and accountability.

Each building and additions to buildings are identified by location or name and are described in detail (e.g., size, number of floors, square footage, type of construction, etc.) with the value shown for all individual structures.

Fixed equipment is inventoried by building, floor and room name or number; each item is to be listed individually. (Leased equipment that the District will eventually own must be inventoried.)

Movable equipment is inventoried by building, floor and room name or number; each item is to be listed individually. Any item that has a model number or serial number has that number noted in the description for full identification. All items assigned to a building are the building administrator's responsibility.

All equipment purchased, after the initial inventory, as capital outlay or replacement with a cost of $1,000 or more and with an estimated useful life of five years or more is tagged and made part of the equipment inventory. For fixed asset reporting purposes, all equipment in excess of $1,500 is used. Property records and inventory systems are sufficiently maintained to account for and track equipment acquired with federal funds.

A listing of all equipment is maintained for each building and department. This listing is updated annually by the close of the school year, or not later than the second Friday in June of each year. This updated listing is then submitted to the Treasurer's office for audit purposes.

A physical inventory of supplies is taken at the building level at the close of the school year, or not later than the second Friday in June of each year. This updated listing is then submitted to the Treasurer's office for audit purposes.

The Treasurer shall be assisted by principals, directors, supervisors and certificated and classified staffs in the performance of this function.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: June 15, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 117.38
3313.20; 3313.41
2 C.F.R. Part 200

CROSS REF.: DECA, Administration of Federal Grant Funds

INVENTORIES
(Capital Assets)

An accurate inventory of property owned by the Board is important for the following reasons. A property record:

1. makes the location of property known to the person who wants to use it;

2. helps prevent purchases that duplicate property already owned by the Board;

3. enables the Board to make an accurate claim for a loss due to theft or fire and

4. tends to discourage petty thieving which often accompanies careless property control.

Capitalized equipment: is defined as any item that costs more than $1,500 or has a life expectancy of five years or longer and that is of such a nature as to be readily defined for purposes of property accounting, with the exception of equipment affixed to buildings.

An inventory acquisition form is prepared for each item of capital equipment and is filed in the office of the Treasurer.

To comply with federal regulations, inventory forms for equipment purchased with federal funds indicate the fund used for purchasing that equipment.

Purchasing

When a new capital item is purchased, an inventory acquisition form accompanies a copy of the purchase order to the school. Upon delivery, serial number and other information required are entered onto the card and it will be returned with the PO copy to the Treasurer's office. Capital equipment purchased to replace old equipment will be handled as indicated above, except that if old equipment is traded in or sold, a record of its disposition will be made on the old form, and it will be filed in a file for that purpose.

Supplies

Each school will keep an inventory of supplies in the warehouse for the instruction, cafeteria, maintenance and operation departments. A physical inventory will be made annually.

(Approval date: July 31, 1995)
(Re-approval date: December 30, 2002)
(Re-approval date: February 17, 2009)
(Re-approval date: June 15, 2009)
(Re-approval date: October 21, 2019)

AUDITS

In accordance with State statutes, all District financial records are subject to audit by the Bureau of Inspection and Supervision of Public Offices of the Auditor of State's office. The Board has the right to request an independent audit with the approval of the Auditor of State's office.

A copy of the Auditor's report is placed on file in the Auditor of State's office; another copy is submitted to the Board. The Board makes the audit report available for public inspection.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 117.10; 117.11; 117.12; 117.26; 117.27
3313.29

PURCHASING

The function of purchasing is to serve the educational program by providing the necessary supplies, equipment and services. The Board's authority for the purchase of materials, equipment, supplies and services is extended to the District administration through its adoption of the annual appropriations resolution.

The Board declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended. The purchase of items and services found on lists from the appropriations resolution requires no further Board approval, except in those instances in which, by law or Board policy, the purchases or services must be put to bid.

The Board authorizes "blanket" purchase orders to be issued for generic supplies for up to $50,0000.

Blanket purchase orders will not extend beyond the current fiscal year.

A "super blanket": purchase order for a "specific" permitted purpose, and in an amount not to exceed the line-item appropriation and fund, is authorized to the extent permitted by law. The permitted purpose list may include payment for accountants, architects, attorneys, construction project managers, consultants, engineers, fuel oil, gasoline, food items and utilities. The super blanket purchase order may not extend beyond the current fiscal year.

The acquisition of supplies, equipment and services is centralized in the business office, which functions under the supervision of the purchasing agent through whose office all purchasing transactions are conducted.

The Board assigns to the purchasing agent the responsibility for the quality and quantity of purchases made. The Treasurer is charged with the responsibility to ensure that all purchases do not exceed appropriations and that they are consistent with the approved educational goals and programs of the District and are conducted in accordance with all applicable laws and regulations.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Ohio Const. VIII, Section 2e
ORC 9.314
3313.172; 3313.18; 3313.33; 3313.46
3319.04
3327.08
5705.38; 5705.39; 5705.40; 5705.41; 5705.412
2 C.F.R. Part 200

CROSS REFS.: DECA, Administration of Federal Grant Funds
DJC, Bidding Requirements
DJF, Purchasing Procedures
DK, Payment Procedures

PETTY CASH ACCOUNTS

The Board directs the Treasurer to create petty cash accounts allowing certain administrators to make purchases within the District. Money can be drawn from accounts by check. The Treasurer designates who can use the accounts, the amount of money that may be placed in the accounts as well as the procedures and requirements for replenishing the accounts.

Account access is limited to only those individuals who have a job-related need to use these accounts. Any person using the accounts must keep a written log, which is to be turned in each day.

Annually, the Treasurer establishes the amount of money to be placed in the accounts. The Treasurer's approval is needed to replenish the accounts. No major purchases may be made from the accounts.

Any administrator who ignores procedures and does not take prudent measures to ensure that proper security is maintained, may be held personally liable for losses.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: June 15, 2009]
[Re-adoption date: October 21, 2019]
[Re-adoption date: January 11, 2021]

LEGAL REFS.: ORC 9.22; 9.38
3313.291; 3313.31; 3313.51

CROSS REF.: DM, Deposit of Public Funds (Cash Collection Points)

BIDDING REQUIREMENTS

Contracts for construction or demolition of buildings or for any improvements or repairs that exceed $50,000 are let only after bids are solicited and received in compliance with law. However, if the Board enters into a shared savings contract for energy conservation measures, competitive bidding is not required. The Board may also enter into an installment payment contract for the purchase and installation of energy conservation measures and competitive bidding does not need to be utilized if two-thirds of the entire Board adopts a resolution stating that competitive bidding does not apply to the project.

If feasible, all purchases over $5,000 and not otherwise subject to required federal or state bidding requirements will be based on price quotations submitted by at least three vendors. These quotations are treated confidentially until the deadline for filing is past; thereafter, they are public information.

The Treasurer/designee assembles the proper specifications and makes the necessary arrangements for public bidding and price quotations. The Treasurer receives the bids and price quotations and records them. The Business Manager makes his/her recommendations to the Board. Upon approval by the Board, he/she processes purchase orders to those bidders awarded contracts and notifies the other bidders of the results of the bidding.

Purchases made through the use of federal funds are made in compliance with the requirements of State and Federal law and District policies and procedures including the applicable bidding requirements.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 9.314
153.01; 153.12 through 153.14; 153.50 through 153.56
3313.372; 3313.373; 3313.46
3319.04
2 C.F.R. Part 200

CROSS REFS.: DJ, Purchasing
DJF, Purchasing Procedures

PURCHASING PROCEDURES

Monies under the jurisdiction of the Board may not be expended except upon a warrant drawn against a specific appropriation and against a specific fund. Therefore, no contract or purchase order for the expenditure of money will be made unless there is attached to it a certificate of the Treasurer certifying that the amount required to meet the contract or purchase order has been appropriated and is in the treasury, or is in the process of collection, and is free from previous encumbrance.

Any contract or purchase order issued without such a certificate attached is void, except as the law allows later issuance within 30 days of the certificate and except that, if the amount involved is less than $3,000, the Treasurer may authorize it to be paid without the ratification or affirmation of the Board. Under certain conditions, the law also allows the Treasurer to issue blanket certification, subject to limitations of time and amount as set by law.

Purchasing procedures are designed to ensure the best possible price for the desired products and services. Procedures for purchasing are developed to require that all purchases are made on properly approved purchase orders and that, for items not put up for bid, price quotations are solicited.

Special arrangements may be made for ordering perishable and emergency supplies.

Prior to July 1, 2018, the District followed the requirements outlined in previous OMB guidance. Effective July 1, 2018 all purchases for property and services made using federal funds must be conducted in accordance with all applicable Federal, State and local laws and regulations, the Uniform Guidance, and the District's written policies and procedures.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: November 19, 2012]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.46
3327.08
5705.41(D)(1); 5705.412; 5705.44
2 C.F.R. Part 200

CROSS REFS.: DECA, Administration of Federal Grant Funds
DJ, Purchasing
DJC, Bidding Requirements

PURCHASING PROCEDURES

General

1. The Board designates the Superintendent as the purchasing agent.

2. No person may commit the District to a purchase without the appropriate certificate of the availability of funds.

3. The materials, equipment, supplies and/or services to be purchased are of the quality required to serve the function in a satisfactory manner, as determined by the requisitioner and the Superintendent.

4. It is the responsibility of the requisitioner to provide an adequate description of the item(s) purchased so that the purchasing agent may be able to prepare the specifications and to procure most expeditiously and economically the desired commodity and/or service. A source of supply should be included on requisitions for specialty or unusual items.

5. No requisitioner shall knowingly restrict competition or otherwise preclude the most economical purchase of the required items.

6. When a low bidder proposes an alternate as equal to that specified, it is the responsibility of the Treasurer to determine whether the proposed substitution is, in fact, an equal. Such decision is based on his/her evaluation and that of the requisitioner. In the case of disagreement between the requisitioner and the Treasurer, either party may refer the matter to the Superintendent.

Requisitions

1. The District establishes a standardized requisition procedure to allow authorized representatives to submit requests for the purchase of materials and supplies.

2. The following are designated as "requisitioner"; that is, they are authorized to issue requisitions against stipulated segments of budgetary appropriations: the Superintendent, administrative assistants, directors, supervisors and building principals. Each requisitioner is responsible for limiting his/her requisitions to the appropriate amounts.

3. Only District-approved methods or forms are used for requisitioning.

4. A requisition, to be considered appropriate for processing, meets the following requirements:

   A. contains adequate information and

   B. is approved by and bears the signature of an authorized requisitioner.

5. All approved requisitions are submitted to the Treasurer.

6. After a purchase order has been issued by the Treasurer's office, the number of the purchase order is recorded on the requisition.

7. After processing, the original copy of the requisition is filed in the office of the Treasurer.

Purchase Orders

1. Purchase orders are prepared by the appropriate person and at a minimum include the following essentials:

   A. a specification that adequately describes to the supplier the characteristics and the quality standards of the item required;

   B. a firm, quoted, net-delivered price, whenever possible (unit prices are shown);

   C. clear delivery instructions, including place and time;

   D. appropriate account code number or appropriation code and

   E. the Treasurer's certificate of available revenue and appropriation.

2. Purchase orders use an identifiable tracking system established by the District and contain the appropriate number of copies to meet District needs.

3. Verbal confirmation orders subject to subsequent confirmation by a written purchase order may be issued only in cases in which a bona fide emergency situation exists that can be handled only by this procedure:

   A. whenever possible, a purchase order number should be given to the supplier and
   B. a confirming requisition is issued immediately, marked "confirmation" indicating the purchase order number, if one was given.

Federal Procurement

When using federal money for procurement, the District shall conform to applicable federal laws, regulations, and standards.

When entering into procurement agreements that will be paid for with federal funds, the District also shall follow local and state laws and regulations, the provisions of Board Policy DJF ("Purchasing") and any related administrative guidelines, and the following standards and principles:

1. When appropriate, the District will consider opportunities to use federal excess and surplus property in lieu of purchasing new equipment and property.

2. The District will make procurement awards only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

3. The District alone will be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of its procurements. These issues include but are not limited to source evaluation, protests, disputes, and claims.

4. Additional Requirement for Small Purchases. The District shall seek a minimum of two (2) price quotations for any proposed procurement that will be paid for with federal monies, even if the bidding amount falls below the applicable federal or state competitive bidding thresholds or the District-imposed threshold set forth in Board Policy DJF, unless the procurement falls under federal requirements for a noncompetitive proposal.

5. Additional Requirements for Micro-Purchases. To the extent possible, the District will distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting quotations if the District considers the price to be reasonable. Subject to exceptions listed in 42 C.F.R. 2.101(b), micro-purchases are purchases of supplies or services using simplified acquisition procedures, the aggregate amount of which does not exceed $103,000.

6. Local Preference. The District will not consider geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. Licensure requirements, however, are valid. When contracting for architectural and engineering services, geographic location may be a selection criteria, provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract. The District will strive to solicit bids from small, minority, and female businesses.

The administration shall develop appropriate administrative guidelines to implement this policy.

Federal Procurement Guidelines

The District shall use the following guidelines when using federal money for procurement:

1. Contract Administration. The Superintendent or designee shall oversee the administration of contracts to help ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Specifically, the District will create and/or maintain records sufficient to detail the significant history of a procurement, and the Superintendent or designee will review these documents as appropriate. These records will include, but are not limited to, the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price. Notes will be kept regarding any deficiencies in performance or otherwise as appropriate.

2. Code of Standards of Conduct. Generally, consistent with Board policies and State and Federal law, no employee, officer or agent of the District shall participate in selection, or in the award or administration of a contract supported by federal funds if a conflict of interest, real or apparent, may be involved. A conflict of interest could arise where an employee, officer or agent; any member of his or her immediate family; his or her partner; or an organization that employs or is about to employ any of the above. District employees shall comply with all applicable federal and state ethics requirements, including the following standards of conduct, when awarding and administering procurement contracts:

   A. No employee shall solicit anything of value for personal use.

   B. No employee shall use his/her position to secure or promise anything of value.

   C. All employees shall avoid business lunches or activities where the intent is to discuss a related procurement or bid evaluation

D All employees shall avoid any activity that could result in a "perception of impropriety."

Violation of this policy may result in disciplinary action against the employee, including possible suspension and/or termination of employment.

3. When appropriate, the District will consider opportunities to add value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost.

4. Solicitations will include clauses for Equal Employment Opportunity (2 CFR 200/7 CFR 3019.48) and Byrd Anti-Lobbying (2 CFR Part 200 (j)).

5. The District will use time and material type contracts only:

   A. after a determination that no other contract is suitable and

   B. if the contract includes a ceiling price that the contractor exceeds at its own risk.

6. Cost or Price Analysis. The District shall perform a cost or price analysis in connection with every procurement action including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, grantees must make independent estimates before receiving bids or proposals. The District will perform cost or price analyses based on the following rules:

   A. A cost analysis must be performed when the offeror is required to submit the elements of his estimated cost (*e.g.*, under professional, consulting, and architectural engineering services contracts).

   B. A cost analysis will be necessary when adequate price competition is lacking, and for sole source procurements, including contract modifications or change orders, unless price reasonableness can be established on the basis of a catalog or market price of a commercial product sold in substantial quantities to the general public or based on prices set by law or regulation.

   C. A price analysis will be used in all other instances to determine the reasonableness of the proposed contract price.

7. Specific Negotiations Requirements.

   A. The District will negotiate profit as a separate element of the price for each

contract in which there is no price competition and in all cases where cost analysis is performed.

B. Costs or prices based on estimated costs for contracts under grants will be allowable only to the extent that costs incurred or cost estimates included in negotiated prices are consistent with federal cost principles.

C. The cost plus a percentage of cost and percentage of construction cost methods of contracting shall not be used.

8. Written Selection Procedures. The District will follow written selection procedures for procurement transactions set forth in the District's administrative guidelines that:

A. incorporate a clear and accurate description of the technical requirements for the material, product or service to be procured and

B. identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

9. Protest Procedures. The District provides the following protest procedures to handle and resolve disputes relating to procurements and shall in all instances disclose information regarding the protest to the awarding agency. Any relevant person who believes he or she is aggrieved by the procurement-related actions of the District may file a written grievance with the Treasurer. Any grievant will have the opportunity to present evidence at a hearing before the Board's designee within a reasonable time of filing his or her appeal. The designee will provide a written decision to the grievant after considering the information provided during the hearing.

10. Federal Procurement Checklist:

Review this checklist for each planned purchase from a fund that receives federal money. Once your review is completed, sign the purchase order in the "Requisitioned by" section. This indicates you have taken the steps to comply with the Federal Procurement Board Policy and Guidelines. Keep any notes that would document your process.

A. Is the vendor reputable and have past purchasing experiences with the vendor been positive?

B. Were existing excess of surplus supplies or equipment considered prior to the purchase?

C. Were prices compared to what was available from other vendors or did your experience with past purchases assure the price was the most competitive?

D. Was a cost price analysis performed?

1) If this is a professional service purchase, is the cost comparable to other vendors?
2) If the purchase is data services, is the vendor familiar with the needs of the District and the requirements of the Ohio Department of Education?
3) Were other vendors considered or catalogs reviewed to assure the price was the most competitive?
4) If cost effective, was the purchase made from a consortium or cooperative to which the District is a member to assure the best and most effective price was obtained?
5) If it was a local purchase of a limited quantity, were time and travel expenses considered and did those additional cost make the local purchase the most cost effective?
6) If it was a local purchase of a limited quantity, were the bulk purchase requirements of cooperatives considered and that additional cost made the local purchase the most cost effective?

E. Did you gain assurances there were no conflicts of interest or any possible ethics violations related to the purchase?

F. If purchase of an item over $10,000, did you follow Board Policy DJF in addition to the Federal Procurement Policy?

G. If there were any deficiencies in the vendor's performance, did you make notes of the deficiencies to consider for future purchases?

H. Did you ensure the vendor provided equal employment opportunities in accordance with 2 CFR 200/7 CFR 3019.48 and included the required language in their bid/contract?

I. Did you ensure the vendor followed the Byrd Anti-Lobbying Amendment as required in 2 CFR Part 200(j) and included the required language in their bid/contract?

Note: Small purchase procedures may be used for procurement of $250,000 or less in the aggregate: (24 CFR 85.36(d)(1) and 84.44(e)(2))

Small purchases are made through the use of purchase orders. Competition is sought through oral or written price quotations. A local government must document the receipt of an adequate number of price or rate quotations from qualified sources.

(Approval date: July 31, 1995)
(Re-approval date: December 30, 2002)
(Re-approval date: February 17, 2009)
(Re-approval date: October 21, 2019)
(Re-approval date: June 20, 2022)

CREDIT CARDS

The Board recognizes the efficiency and convenience afforded the day-to-day operation of the District through the use of credit cards under the supervision of the Treasurer. However, credit cards are not to be used to circumvent the general purchasing procedures required by State law and Board policies.

The Board authorizes the Treasurer to review available credit card accounts to determine which account and account provider best meets the needs of the District. The Treasurer will determine how many accounts, cards and checks are to be issued, and establish a process for credit card reissuance or cancellation.

1. The District name must appear on each card and/or check associated with the credit card account. The maximum credit card account limit is $10,000. The Treasurer provides an annual report to the Board detailing all rewards received based on use of the credit card account.

2. All credit cards issued to and in the name of the District are held and supervised by the Treasurer and used only for purposes authorized by this policy. The Treasurer establishes a system for cards to be signed out for use by an authorized user.

3. Credit cards may only be used by the Board and school employees.

4. Credit cards may be used for District-related transportation, reservations and expenses, conference registrations and hotel reservation guarantees for the Board and staff. Such expenses are subject to the reimbursement limits established by the Board.

5. If monies are budgeted and deposited with the Treasurer in advance, credit cards may be used by school employees for student trips and competitions for safety and security reasons.

6. With prior approval of the Treasurer, credit cards may be used by school employees for school-related purchases from a vendor who does not accept purchase orders or vouchers.

7. Gratuities are permissible only when card use is for group purchases and the tip is automatically added to the bill.

8. All credit card statements are sent directly to the Treasurer's office. The Treasurer keeps a record of all credit card use.

9. Receipts and appropriate form(s) are to be turned in with the credit card to the Treasurer within 2 business days upon completion of approved use. Receipts for meals must include the names of all individuals for whom meals were provided and the purpose of the meeting. Failure to turn in receipts and appropriate form(s) to the Treasurer within the required time frame may result in the charges being deemed unrelated or unsubstantiated. The user is responsible for any unsubstantiated or unrelated purchases. Any late fees assessed to the District due to an employee failing to submit invoices and credit card receipts on a timely basis are the responsibility of the employee.

10. All authorized users must immediately report loss or theft of the District credit card to the Treasurer who will immediately contact the credit card issuer.

The use of the credit card for the following items is considered unauthorized use and classified as credit card misuse:

1. expenditures not specifically authorized by this policy;

2. purchase of personal goods or services for an administrator, an administrator's spouse, children or anyone employed or not employed by the Board and attending a District business function;

3. payment of any fines, penalties or personal liabilities incurred by the administrator or anyone else;

4. alcoholic beverages or tobacco;

5. fuel for use in a personal vehicle;

6. entertainment expenses, including pay-per-view movie charges and/or

7. cash advances.

Persons using a credit card for personal, non-authorized purposes or undocumented expenditures shall be held personally responsible for those expenditures. Misuse of the credit card is subject to disciplinary procedures, including termination. An employee or officer of the Board who knowingly misuses a District credit card account also is in violation of State criminal law.

[Adoption date: February 17, 2009]
[Re-adoption date: February 11, 2019]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 9.21; 9.22
2913.21
3313.311

CROSS REFS.: DJ, Purchasing
DLC, Expense Reimbursement
GCL, Certificated Staff Development Opportunities
GDL, Classified Staff Development Opportunities

PAYMENT PROCEDURES

All claims for payment from District funds are processed by the Treasurer. Payment is authorized against invoices and supporting documents verifying receipt, supported by approved purchase orders or in accordance with salaries and salary schedules approved by the Board.

As an operating procedure, the Board has adopted an annual resolution authorizing payment by the Treasurer for debts or claims. The Board receives a list of bills paid the previous month.

The Treasurer is responsible for ensuring that appropriate allocations are observed and that total expenditures do not exceed the amounts appropriated for all items.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.18
3315.08
5705.38 through 5705.412

CROSS REFS.: DJ, Purchasing
DLB, Salary Deductions

SALARY DEDUCTIONS

Except for deductions for absence not covered by paid leave or those required by law, salary deductions are allowed only upon authorization by the employee and approval by the Board.

The following deductions are required:

1. federal, state and local income tax;
2. employee's share of retirement contribution according to current rate as set by law;
3. unexcused or excused absence not covered by paid leave and
4. Medicare deduction in compliance with Federal law.

If requested by employees, the Board will implement payroll deductions for the Ohio Deferred Compensation Program. Other deductions are in accordance with negotiated agreements and/or Board policy.

The District may limit the right of an individual employee to designate the agent, broker or company to write tax-sheltered annuities by requiring designation by at least one percent of the District's full-time employees or at least five, whichever is greater, except that a District may not require that a company be designated by more than 50 employees.

When a teacher is absent from duty and there is no leave applicable, the absence is unauthorized. The salary deduction for each day of unauthorized absence is based on the current annual salary divided by the number of teacher workdays in the official school calendar as adopted by the Board. In no case will only the salary of the substitute be deducted or a teacher be allowed to employ and pay for the substitute.

When an employee is absent from duty and there is no leave applicable, the absence is unauthorized. The salary deduction for an unauthorized absence is made on a per diem basis, in addition to the applicable cost of benefits. This salary deduction is in accordance with the required work year for that particular job classification.

Unauthorized absences are not condoned. Repeated unauthorized absences may result in the employee being disciplined.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 9.40 through 9.45; 9.80; 9.81; 9.90; 9.91
148.01; 148.04
3315.08

CROSS REFS.: DK, Payment Procedures
GCBD, Certificated Staff Leaves and Absences
GDBD, Classified Staff Leaves and Absences

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

EXPENSE REIMBURSEMENTS

District personnel who incur expenses in carrying out their authorized duties are reimbursed by the District upon submission of a properly filled out and approved voucher with supporting receipts required by administrative regulations. The Superintendent develops district level regulations for reporting mileage and claiming reimbursements. Expenses may be approved and incurred within the limits of budgetary allocations for the specific type of expense.

When official travel by a personally owned vehicle is authorized, mileage payment is made at the rate currently approved by the Board and within the limitations of Federal law.

The Board prohibits employees and Board members from accepting, soliciting or using the authority or influence of his/her position to secure, for personal travel, a discounted or "frequent flyer" airline ticket or other benefit from an airline if he/she has obtained or earned the ticket on official travel. Any miles earned become the property of the District and must be used for future official travel by District employees or the Board.

A traveler on official school business is expected to exercise the same care in incurring expenses as a prudent person exercises in traveling on personal business. Excessive costs, such as those caused by circuitous routes or luxury services or accommodations, are not considered prudent, nor are they accepted for reimbursement.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 2921.42; 2921.43
3313.12; 3313.20
3315.15

CROSS REFS.: BHD, Board Member Compensation and Expenses
GCL, Certificated Staff Development Opportunities

DEPOSIT OF PUBLIC FUNDS
(Cash Collection Points)

State law requires a proper receipting and depositing of all public monies. Therefore, all monies collected are receipted, accounted for and deposited in accordance with State law and all District policies and procedures.

The Board directs the Treasurer to develop, distribute and implement procedures for cash collection points in the District. Currently identified cash collection points include admission fees to athletic events, lunchroom sales, classroom fees, student activities/fundraisers, and miscellaneous money received by the Treasurer's Office.

In developing the procedures, the Treasurer must consider the following:

1. Segregation of duties for receipting, depositing, recording and reporting of cash.

2. Required documentation for cash drawer withdrawals and deposits and reconciliations, including documentation of cash shortages or overages and procedures for denomination exchanges. Cash drawers are only used for collecting sales receipts; no purchases or expenses may be paid from cash drawers.

3. Separate bank deposits for start-up cash withdrawals ensuring the start-up cash is kept separate from other receipts.

4. Ticket sale collection requirements including but not limited to documentation of various prices and any complimentary admission procedures and reconciliation of unsold tickets.

5. Compliance with audit requirements, including but not limited to, compliance with the Uniform School Account System requirements.

Individuals receiving money at cash collection points are responsible for reviewing and complying with all procedures for cash collection points and are responsible for the safekeeping of money until money is deposited.

If the money collected:

1. exceeds $1,000, it must be deposited on the next business day after the day of receipt or

2. does not exceed $1,000, it must be deposited no more than three business days following the day of receipt.

The Treasurer has established provisions for the safeguarding of cash until it can be deposited with the Treasurer and/or bank, including provisions for making bank deposits after regular banking hours. Money should be secured in a locked desk, file cabinet, safe or other secure room on school property until it can be deposited.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]
[Re-adoption date: January 11, 2021]

LEGAL REFS.: ORC 9.38
3313.291

CROSS REFS.: DH, Bonded Employees and Officers
DJB, Petty Cash Accounts
EF/EFB, Food Services Management/Free and Reduced-Price Food Services
IGDG, Student Activities Funds Management
KMA, Relations with Parent Organizations
KMB, Relations with Booster Organizations

SCHOOL PROPERTIES DISPOSAL

The Board believes that the efficient administration of the District requires disposition of property and goods no longer necessary for the maintenance of the educational program or operation of the District.

The Board recognizes that most unused property of the District has value and that it may be practical to retain such property for a period of time. Once property is no longer needed for school purposes currently or in the future, it should be slated for disposal at the Superintendent's discretion. State law governs the retention and method of disposal of the Board's property. Property and goods purchased with federal funds also are subject to the disposal requirements outlined in the Uniform Guidance issued by the U.S. Office of Management and Budget. Therefore, the Board follows the procedures required by the various statutes governing the disposal of real or personal property.

The Board follows the procedures set forth in State and Federal law for the disposal of real or personal property at the minimum dollar value set forth in the statute on the date the Board decides to dispose of the property. The Board is required to offer its real property for sale to all community schools, college-preparatory boarding schools, STEM and STEAM schools for the period of time set forth in law. High-performing community schools as defined by State law, are given first priority. If a high-performing community school is not interested in buying the property, the Board then proceeds with offers to purchase from other start-up community schools operating in the District, college-preparatory boarding schools, STEM and STEAM schools located within the territory of the District. If no community school, college-preparatory boarding school, STEM or STEAM school is interested in buying the property, the Board may sell its real or personal property at a public auction, following specific statutory requirements if the property exceeds $10,000 in value. If this statutory threshold is changed by the legislature, the Board and administration's responsibility changes automatically to reflect the new minimum statutory dollar value.

The Board directs the periodic review of all District property and authorizes the disposition by sale, donation, trade or discard of any property not required for school purposes.

The District complies with State law regarding the sale or lease of unused school facilities to high-performing community schools, community schools, college-preparatory boarding schools, STEM and STEAM schools.

Disposal of Property Valued at Less Than the Dollar Value Set Forth in State Law

For the disposal of property that is not governed by Federal law, the Ohio Revised Code or administrative regulations, the administration is required to follow these procedures:

1. The Superintendent determines that the value of the property is less than the value set forth in State and Federal law when applicable. The property is valued pursuant to a reasonable method as determined by the Superintendent.

2. The Board is notified when real or personal property is no longer needed for school purposes and directs that the property be sold.

3. The Superintendent sells the property to a start-up community school or by bids, general sale, negotiated sale or by trade as determined by the Superintendent or the Board on an individual basis.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: November 19, 2012]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 131.09
3313.17; 3313.37; 3313.40; 3313.41; 3313.411; 3313.413
3314.051
5705.10
2 C.F.R. Part 200

CROSS REF.: DECA, Administration of Federal Grant Funds

SECTION E: SUPPORT SERVICES

EB	Safety Program
EBAA	Reporting of Hazards
EBBA	First Aid
EBBC	Bloodborne Pathogens
EBC	Emergency Management and Safety Plans
EBCD	Emergency Closings
ECA	Buildings and Grounds Security
ECAB	Vandalism
EDE	Computer/Online Services (Acceptable Use and Internet Safety)
EEA	Student Transportation Services
EEAC	School Bus Safety Program
EEACC	Student Conduct on District Managed Transportation (Also JFCC)
EEACCA	Recording Devices on Transportation Vehicles
EEACD	Drug Testing for District Personnel Required to Hold a Commercial Driver's License
EEACE	School Bus Idling
EEAE	Student Transportation in Private Vehicles
EEBA	Use of School-Owned Vehicles
EF	Food Services Management
EFB	Free and Reduced-Price Food Services
EFF	Food Sale Standards
EFG	Student Wellness Program
EFH	Food Allergies
EGAC	Telephone Services
EHA	Data and Records Retention
EHB	Use of Electronic Signatures
EI	Insurance Management

SAFETY PROGRAM

The Board is concerned with the safety of all students, employees and members of the school community present on District property and at all District-sponsored events at other sites. The Board directs the administration to develop a safety program, which is reviewed on an annual basis.

The Superintendent/designee is the administrator responsible for the safety program of the District and develops written procedures to comply with all applicable Federal and State laws and regulations.

The practice of safety is also a part of the instructional plan of the District through educational programs. The educational program includes instruction in traffic and pedestrian safety, fire prevention, in-service training and emergency procedures appropriately geared to students at different grade levels.

All staff are encouraged to participate in the safety practices of the District by providing recommendations that ensure a safe environment for all.

Students and teachers working with or conducting experiments with caustic or explosive chemicals, hot liquids or other dangerous materials will wear eye protective devices during such activity. All such student activity must be under direct supervision of the teacher.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Public Employment Risk Reduction Program; ORC 4167.01 et seq.
ORC 2744
3313.60; 3313.643
3707.26
3737.73
5502.262
OAC 3301-35-06

CROSS REFS.: EEAC, School Bus Safety Program
GBE, Staff Health and Safety
IGAE, Health Education
JHF, Student Safety

REPORTING OF HAZARDS

The Board is concerned with the safety of students and staff and, therefore, complies with all Federal and State laws and regulations to protect students and staff from known hazards that pose an immediate risk to health and safety.

Asbestos Hazards

In its efforts to comply with the Asbestos Hazard Emergency Response Act, the Public Employment Risk Reduction Program (PERRP) and the Asbestos Abatement Contractors Licensing Act, the Board recognizes its responsibility to:

1. inspect all District buildings for the existence of asbestos or asbestos-containing materials;

2. take appropriate action based on the inspections;

3. establish a program for dealing with friable asbestos, if found;

4. maintain a program of periodic surveillance and inspection of facilities or equipment containing asbestos and

5. comply with EPA regulations governing the transportation and disposal of asbestos and asbestos-containing materials.

The Superintendent appoints a person to develop and implement the District's Asbestos-Management Program, which ensures proper compliance with Federal and State law and the appropriate instruction of staff and students.

The Superintendent also ensures that, when conducting asbestos abatement projects, each contractor employed by the District is licensed pursuant to the Asbestos Abatement Contractors Licensing Act.

Liability Disclaimer

Nothing in this policy should be construed in any way as an assumption of liability by the Board for any death, injury or illness that is the consequence of an accident or equipment failure or negligent or deliberate act beyond the control of the Board or its officers and employees.

[Adoption date: February 17, 2009]
[Re-adoption date: September 19, 2011]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: 29 CFR 1910.1030
Asbestos School Hazard Abatement Act; 20 USC 4011 et seq.
Asbestos Hazard Emergency Response Act; 15 USC 2641 et seq.
Comprehensive Environmental Response, Compensation and Liability Act; 42 USC 9601 et seq.
ORC 3313.643; 3313.71; 3313.711
3707.26
4113.23
4123.01 et seq.
Public Employment Risk Reduction Program; ORC 4167.01 et seq.

CROSS REFS.: EB, Safety Program
EBBC, Bloodborne Pathogens
EBC, Emergency Management and Safety Plans
GBE, Staff Health and Safety

FIRST AID

The school nurse develops guidelines for the emergency care of any student or staff member who is injured or becomes ill at school or while engaged in a school-sponsored activity. The guidelines are reviewed by the Board prior to implementation.

The guidelines provide for at least one person in each building to have special training in first aid.

The District provides employee automated external defibrillator (AED) training in accordance with State law. Compliance with this training requirement is reported to the Ohio Department of Education by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

In the case of an emergency involving a student, the emergency medical authorization form is followed and efforts are made to contact the parent/guardian.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 2305.23
3301.56; 3301.68
3313.6021; 3313.6023; 3313.712; 3313.717
OAC 3301-27-01; 3301-35-06

CROSS REFS.: EB, Safety Program
EBBC, Bloodborne Pathogens
EBC, Emergency Management and Safety Plans
IGD, Cocurricular and Extracurricular Activities
JHCD, Administering Medicines to Students
Emergency Medical Authorization Form
Staff Handbooks

FIRST AID

The following requirements shall be adhered to by all personnel.

1. A school nurse or other trained persons are responsible for administering first aid and emergency care in each building. Although each nurse is assigned a school or group of schools for providing regular nursing services, a nurse is subject to call from any school if needed. An emergency medical service will be called in case of serious illness or injury.

2. The parents of all students are asked to sign and submit an emergency medical authorization form that indicates the procedure they wish to be followed in the event of a medical emergency involving their child. The forms are kept readily accessible in the health center of each school.

3. Only emergency care and first aid are provided. A physician or nurse provides training for first-aid treatment and emergency care for various types of illness and injury. Use of medications is limited to topical applications as directed by a physician for certain types of injuries or to such medication as might have been officially authorized for an individual student.

4. In cases in which the nature of an illness or an injury appears serious, the parent(s) are contacted and the instructions on the student's emergency card are followed. In extreme emergencies, arrangements may be made for a student's immediate hospitalization whether or not the parent(s) can be reached.

5. No elementary student who is ill or injured is sent home alone. Junior and senior high students may be sent home if the illness is minor and the parents, who have authorized such dismissal on the emergency medical forms, have been informed in advance.

6. Board-approved procedures are followed to guard against athletic injuries and to provide care and emergency treatment for injured athletes. Coaches meet all requirements of the State Board of Education.

(Approval date: July 31, 1995)
(Re-approval date: December 30, 2002)
(Re-approval date: October 21, 2019)

BLOODBORNE PATHOGENS

Staff and students incur some risk of infection and illness each time they are exposed to bodily fluids or other potentially infectious materials. While the risk to staff and students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to universally recognized precautions. Universally recognized precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, HBV, HCV and/or other bloodborne pathogens.*

To reduce the risk to staff and students by minimizing or eliminating staff exposure incidents to bloodborne pathogens, the Board directs the Superintendent to develop and implement an exposure control plan. This plan must be reviewed and updated at least annually in accordance with Federal law.

The plan includes annual in-service training for staff and students; first-aid kits in each school building and each student transportation vehicle; correct procedures for cleaning up body fluid spills and for personal cleanup.

Training is followed by an offer of immunization with hepatitis B vaccine for all staff who are required to provide first aid to students and/or staff. The vaccine is also offered to all staff who have occupational exposure as determined by the administrator.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: 29 CFR 1910.1030
ORC 3707.26
Public Employment Risk Reduction Program; ORC 4167.01 et seq.

CROSS REFS.: EBBA, First Aid
EBC, Emergency Management and Safety Plans

* Bloodborne pathogens are pathogenic microorganisms that are present in human blood and can cause disease in humans. These include, but are not limited to, hepatitis B virus (HBV), hepatitis C virus (HCV) and human immunodeficiency virus (HIV).

EMERGENCY MANAGEMENT AND SAFETY PLANS

The Board acknowledges that the safety and well-being of students and staff are high priorities. Although emergencies cannot be predicted, effective prevention and managementstrategies are used to minimize the effects of emergency situations arising in the District.

An emergency is defined as a serious, unexpected, and often dangerous situation requiring immediate action that threatens the actual safety and security of students, employees or visitorsof the District or whose impact threatens the feeling of safety and security, both of which are detrimental to a positive learning environment. Emergencies or hazards include, but are not limited to, an active shooter, hostage situations, bomb threats, bullying, fire, natural disasters, medical emergencies, industrial accidents, suicide, death of a student or employee, acts of violence, trauma and terrorism.

Comprehensive Emergency Management Plan and Test

The Superintendent/designee develops a comprehensive emergency management plan meeting State law requirements for each building. The plan establishes protocols for addressing and responding to serious threats to the safety of the school property, students, staff, volunteers and visitors. Each protocol includes procedures deemed appropriate by the Board or governing authority for responding to threats and emergency events including, but not limited to, notification of appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance and informing parents of affected students. The plan includes a floor plan unique to each floor of the building, a site plan including all building property and surrounding property, an emergency contact sheet, a threat assessment plan, and a protocol for school threat assessment teams established under State law. The plan is kept in a secure locationand is not considered a public record.

A copy of each school building's current comprehensive emergency management plan is filedwith the Director of Public Safety, the law enforcement agency that has jurisdiction over the school building and, upon request, the fire department and emergency medical service organization that serves the political subdivision in which the school building is located. The floor plan is used solely by first responders responding to an emergency in the building and isnot a public record.

The administration reviews the plan annually, considering the most current information dealing with the subjects, as well as making relevant information about the plan known to the community. The administration certifies the accuracy of the plan to the Director of Public Safetyby July 1 annually. When the comprehensive emergency management plan is used, assessment of the way the emergency was handled is completed by the Board and the administration. Suggestions for improvement, if necessary, are solicited from all stakeholders.

Although the plan is reviewed annually, State law requires the District's comprehensive emergency management plan to be updated every three years and whenever a major modification to an individual school building requires changes in that building's procedures or wheneverinformation on the emergency contact information sheet changes.

An emergency management test is conducted annually in accordance with State law.

Emergency Drills

The Board directs the Superintendent/designee to conduct all drills required by State law. Drills provide both students and staff with practice in responding to emergency conditions should such conditions occur. Plans are posted in each classroom and other areas accessible to staff and students where required by law.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: September 19, 2011]
[Re-adoption date: October 21, 2019]
[Re-adoption date: June 21, 2021]

LEGAL REFS.: ORC 149.433
2305.235
2923.11
3301.56
3313.20; ; 3313.669 3313.717; 3313.719; 3313.951
3314.03; 3314.16
3701.85
3737.73; 3737.99
5502.262
OAC 3301-5-01

CROSS REFS.: EBAA, Reporting of Hazards
EBBA, First Aid
EBBC, Bloodborne Pathogens
ECA, Buildings and Grounds
SecurityECG, Integrated Pest
Management EEAC, School Bus
Safety Program EF, Food Services
Management
EFB, Free and Reduced-Price Food
ServicesEFH, Food Allergies
GBE, Staff Health and Safety
JHCD, Administering Medicines to Students

JHF, Student Safety
KBCA, News Releases
KK, Visitors to the
Schools
Emergency Management and Safety Plans Handbook

EMERGENCY CLOSINGS

The Superintendent may close the schools, dismiss students early or delay the opening of schools in the event of hazardous weather, other emergencies that threaten the safety or health of students or staff members, law enforcement emergencies or other circumstances where the Superintendent determines a closure, dismissal or delay is necessary.

Parents, students and staff members are informed early in each school year of the method of notification in the event of emergency closings or early dismissals.

Athletic Proposal for Inclement Weather

If school is closed, grades 7-12 may have a non-mandatory/optional practice if the Superintendent, after conferring with the administration and athletic director, determines that the weather conditions have improved enough to warrant practice.

Games may be played on days when school has not been in session. The Superintendent, principal and athletic director must believe that conditions are safe enough for the team to travel.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: September 19, 2011]
[Re-adoption date: November 19, 2012]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.48; 3313.482

CROSS REFS.: EBC, Emergency Management and Safety Plans
IC/ICA, School Year/School Calendar

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

BUILDINGS AND GROUNDS SECURITY

Buildings and grounds constitute one of the greatest investments of the Board. It is in the best interest of the District to protect such investments.

Security includes maintenance of a secure building and protection from fire hazards, faulty equipment and unsafe practices in the use of electrical, plumbing and heating equipment. The Board shall cooperate with local law enforcement agencies and fire departments and with insurance company inspectors.

Access to buildings and grounds outside of regular school hours is limited to personnel whose work requires such access. A security control system is established, which limits access to buildings to authorized personnel and guards against entrance to buildings by unauthorized persons.

Surveillance Equipment

The Board recognizes the District's responsibility to maintain order and discipline on school property and in school vehicles. Recognizing the value of electronic surveillance systems in monitoring activity, the Board directs the administration to develop regulations to implement the surveillance program. The regulations must be in compliance with law to protect the privacy rights of students and staff.

1. Cameras

   Surveillance cameras may be used both inside and outside of buildings and on school vehicles to assist in the security of students, staff and property.

2. Metal Detectors

   The administration is authorized to use stationary or mobile metal detectors at its discretion. The Board directs the administration to develop regulations for the use of detectors.

   Any search of a student's person as a result of activation of the detector is conducted in private.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: April 15, 2013]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Family Educational Rights and Privacy Act; 20 USC Section 1232g
U.S. Const. Amend. IV
ORC 3313.20

CROSS REFS.: EBC, Emergency Management and Safety Plans
EEACCA, Recording Devices on Transportation Vehicles
JFC, Student Conduct (Zero Tolerance)
JFCJ, Weapons in the Schools
JFG, Interrogations and Searches
JO, Student Records
KK, Visitors to the Schools

VANDALISM

Parents and students will be made aware of the legal consequences of vandalism. Students, employees and citizens of the District are urged to report any incidents of vandalism to property belonging to the District together with the name(s) of the person(s) believed to be responsible. The Board may offer a reward for information leading to the arrest and conviction of any person who steals or damages Board property.

The Superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property. The Superintendent is further authorized to delegate, as he/she sees fit, authority to sign such complaints and to press charges.

Any student found guilty of any form of vandalism or defacement of school property may be subject to suspension or expulsion.

Parents are liable up to the amount provided by law for the willful destruction of property by a minor in their custody or control. If parents are found liable for monetary damages and are unable to make restitution, the Board may allow the parents and/or students to perform community service for the District instead of repayment of the damages.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 2909.05
3109.09
3313.173
3737.73; 3737.99

CROSS REFS.: JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion

COMPUTER/ONLINE SERVICES
(Acceptable Use and Internet Safety)

Technology can greatly enhance the instructional program, as well as the efficiency of the District. The Board recognizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks.

Computers and use of the District network or online services support learning and enhance instruction, as well as assist in administration. For purposes of this policy, computers include District-owned desktop computers, laptops, tablets and other mobile computing devices.

All computers are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to this policy and the guidelines below will result in the revocation of the user's access privilege. Unacceptable uses of the computer/network include but are not limited to:

1. violating the conditions of State and Federal law dealing with students' and employees' rights to privacy, including unauthorized disclosure, use and dissemination of personal information;

2. using profanity, obscenity or other language that may be offensive to another user or intended to harass, intimidate or bully other users;

3. accessing personal social networking websites for noneducational purposes;

4. reposting (forwarding) personal communication without the author's prior consent;

5. copying commercial software and/or other material in violation of copyright law;

6. using the network for financial gain, for commercial activity or for any illegal activity;

7. "hacking" or gaining unauthorized access to other computers or computer systems, or attempting to gain such unauthorized access;

8. accessing and/or viewing inappropriate material and

9. downloading unauthorized programs.

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

Because access to online services provides connections to other computer systems located all over the world, users (and parents of users who are under 18 years old) must understand that neither the school nor the District can control the content of the information available on these systems. Some of the information available is controversial and sometimes offensive.

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

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

1. taken as a whole and with respect to minors appeals to a prurient interest in nudity, sex or excretion;

2. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or a lewd exhibition of genitals and

3. taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

The District will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The Superintendent/designee will develop a program to educate students on these issues.

Annually, a student who wishes to have computer network and internet access during the school year must read the acceptable use and internet safety policy and submit a properly signed agreement form. Students and staff are asked to sign a new agreement each year after reviewing the policies and regulations of the District. The District reserves the right to amend policies and regulations as necessary throughout the school year. Users are notified of the updated policies and regulations and must comply with the updated requirements. These policies and regulations also apply to use of District-owned devices, or accessing of District intranet and software programs off District property. All users using platforms established for e-learning regardless of whether the student or employee is using a personal or District provided device must be used in accordance with the standards for conduct outlined in this policy and the accompanying regulation. Users in violation of this policy or the accompanying regulation may be subject to discipline.

[Adoption date: October 15, 2001]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: August 16, 2010]
[Re-adoption date: June 17, 2012]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 16, 2021]

LEGAL REFS.: U.S. Const. Art. I, Section 8
Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
Children's Internet Protection Act; 47 USC 254 (h)(5)(b)(iii); (P.L. 106-554, HR 4577, 2000, 114 Stat 2763)
ORC 3313.20
3319.321

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACAA, Sexual Harassment
GBCB, Staff Conduct
GBH, Staff-Student Relations (Also JM)
IB, Academic Freedom
IIA, Instructional Materials
IIBH, District Websites
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
Staff Handbooks
Student Handbooks

COMPUTER/ONLINE SERVICES
(Acceptable Use and Internet Safety)

The following guidelines and procedures shall be complied with by staff, students or community members who are specifically authorized to use the District's computers or online services.

1. Use appropriate language. Do not use profanity, obscenity or other language that may be offensive to other users. Illegal activities are strictly forbidden.

2. Do not reveal your personal home address or phone number or those of other students or colleagues.

3. Note that electronic mail (email) is not guaranteed to be private. Technology coordinators have access to all messages relating to or in support of illegal activities and such activities may be reported to the authorities.

4. Use of the computer and/or network is not for financial gain or for any commercial or illegal activity.

5. The network should not be used in such a way that it disrupts the use of the network by others.

6. All communications and information accessible via the network should be assumed to be property of the District.

7. Rules and regulations of online etiquette are subject to change by the administration.

8. The user in whose name an online service account is issued is responsible for its proper use at all times. Users shall keep personal account information and passwords private. They shall use this system only under the account information issued by the District.

9. The system shall be used only for purposes related to education or administration. Commercial, political and/or personal use of the system is strictly prohibited. The administration reserves the right to monitor any computer activity and online communications for improper use.

10. Users shall not use the system to encourage the use of drugs, alcohol or tobacco nor shall they promote unethical practices or any activity prohibited by law or Board policy.

11. Users shall not view, download or transmit material that is threatening, obscene, disruptive or sexually explicit or that could be construed as harassment, intimidation, bullying or disparagement of others based on their race, color, national origin, ancestry, citizenship status, sex, sexual orientation, age, disability, religion, economic status, military status, political beliefs or any other personal or physical characteristics.

12. Copyrighted material may not be placed on the system without the author's permission.

13. Vandalism results in the cancellation of user privileges. Vandalism includes uploading/downloading any inappropriate material, creating computer viruses and/or any malicious attempt to harm or destroy equipment or materials or the data of any other user.

14. Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail.

15. Users are expected to keep messages brief and use appropriate language.

16. Users shall report any security problem or misuse of the network to the teacher, his/her immediate supervisor or building administrator.

(Approval date: May 15, 2017)
(Re-approval date: October 21, 2019)

STUDENT TRANSPORTATION SERVICES

The transportation policies of the Board are aimed at providing a safe, efficient and economical method of getting students to and from school. It is the desire of the Board that the transportation schedule serves the best interests of all students and the District. The Board provides transportation as required by State law.

In addition to that required by law, the Board may provide transportation to all elementary and secondary school students to the extent determined by the administration in accordance with all statutory obligations and approved by the Board. All regulations governing student transportation are in accordance with the Ohio School Bus Operation Regulations issued by the Ohio Department of Education, the Ohio State Highway Patrol and the Ohio Department of Public Safety and as required by State law.

The District will transport as many students as practical on school buses that meet all the state requirements for pupil transportation. In some cases, students may be transported by other means as defined by State law.

Fees may not be charged to students for routine transportation or for non-routine transportation for educational field trips provided during the school day.

The Board annually approves designated bus stops and time schedules as presented by the Superintendent/designee, and grants authority to the transportation supervisor/designee to adjust stops during the school year.

The transportation program is under the direction of the transportation supervisor who is responsible to the Superintendent. The Board directs the Superintendent/designee to develop District-level policies and procedures for the safe and efficient operation of student transportation services.

Transportation to Community, STEM, STEAM and Private Schools

The District will provide transportation for eligible students who attend community, STEM, STEAM, and private schools in compliance with State law when practical.

When transportation for any student is not practical by any means approved by State law, the Board may resolve to declare transportation impractical and offer the student payment in lieu of transportation.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: April 21, 2014]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 10, 2020]

LEGAL REFS.: ORC 3327.01 through 3327.10; 3327.015
4511.76 through 4511.78
OAC 3301-83

CROSS REFS.: EEAA, Eligibility Zones for Pupil Transportation
EEAC, School Bus Safety Program

SCHOOL BUS SAFETY PROGRAM

The primary consideration in all matters pertaining to transportation is the safety and welfare of student riders. Safety precautions shall include the following.

1. The transportation program meets all state requirements regarding the testing and approval of bus drivers, standards for buses and safe speeds.

2. Drivers of Board-owned, leased, contracted or operated vehicles other than school buses have met state training qualifications and the vehicles have been equipped for safety and signage according to State law.

3. Bus stops are limited, where feasible, so that students from several homes can meet safely at a central point for group pickup. Pupils in grades kindergarten through eight may be required to walk up to one-half mile to a designated bus stop. Students in grade nine through 12, if offered transportation, may have to walk farther to a designated pickup point.

4. Emergency evacuation drills, supervised by someone other than the bus driver, are conducted annually to thoroughly acquaint student riders with procedures in emergency conditions.

5. All vehicles used to transport students are maintained in such condition as to provide safe and efficient transportation service with a minimum delay and disruption of service due to mechanical or equipment failure.

6. Students in kindergarten through third grade are given instruction on school bus safety and behavior within the first two weeks of the school year. Regularly transported students in grade four through 12 are instructed in safety procedures in accordance with State law.

7. Passengers participating in non-routine use of school buses will receive safety instructions at the beginning of the bus trip.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3327.09; 3327.10
4511.75; 4511.76; 4511.761; 4511.762 through 4511.78
OAC 3301-51-10; 3301-83

CROSS REFS.: EB, Safety Program
EEA, Student Transportation Services
GBQ, Criminal Records Check
IICA, Field Trips

STUDENT CONDUCT ON DISTRICT MANAGED TRANSPORTATION

The Board furnishes transportation in compliance with State law. This fact does not relieve parents of students from the responsibility of supervision until such time as the student boards the vehicle and after the student leaves the vehicle at the end of the school day.

Students on District managed transportation are under the authority of, and directly responsible to, the driver. The driver has the authority to enforce the established regulations for rider conduct. Disorderly conduct or refusal to submit to the authority of the driver is sufficient reason for refusing transportation services or suspending transportation services to any student once proper procedures are followed.

The Board authorizes the Superintendent or other administrators to suspend a student from District managed transportation privileges for a period not to exceed one school year. The only due process required is the student must receive notice of an intended suspension from District managed transportation and an opportunity to appear before the Superintendent or other administrator before the suspension is imposed.

The Board's policy regarding suspension from District managed transportation privileges must be posted in a central location in each school building and made available to students upon request.

Regulations regarding conduct on District managed transportation, as well as general information about the school transportation program, are available to all parents and students.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3327.01; 3327.014
OAC 3301-83-08

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
Staff Handbooks
Student Handbooks

RECORDING DEVICES ON TRANSPORTATION VEHICLES

As part of the District's ongoing program to improve student discipline and ensure the health, welfare and safety of all those riding school transportation vehicles, the Board may utilize video and audio recording devices on all school vehicles transporting students to and from curricular, cocurricular and extracurricular activities.

The recording devices monitor student behavior and the recordings are hereby stipulated as admissible evidence in student disciplinary proceedings. The recordings may be student records subject to confidentiality and are subject to Board policy and administrative regulations.

The Superintendent is directed to develop administrative regulations governing the use of recording devices in accordance with the provisions of law and this policy.

[Adoption date: October 16, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
ORC 149.43
3313.20; 3313.47; 3313.66
3319.321
3327.014

CROSS REFS.: EEAC, School Bus Safety Program
EEACC, Student Conduct on District Managed Transportation (Also JFCC)
JO, Student Records

DRUG TESTING FOR DISTRICT PERSONNEL REQUIRED TO HOLD A COMMERCIAL DRIVER'S LICENSE

School bus drivers and others required to hold a commercial driver's license are subject to a drug and alcohol testing program that fulfills the requirements of federal and state regulations. The Board directs the Superintendent/designee to develop a school bus driver drug testing program in compliance with State and Federal laws and regulations.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: 49 USC 31136; 31301 et seq.
49 CFR, Subtitle A, Part 40
ORC 4506.15; 4506.16
OAC 3301-83-07

CROSS REFS.: EB, Safety Program
GBCB, Staff Conduct
GBE, Staff Health and Safety
GBP, Drug-Free Workplace
GBQ, Criminal Records Check
Staff Handbooks

DRUG TESTING FOR DISTRICT PERSONNEL REQUIRED TO HOLD A COMMERCIAL DRIVER'S LICENSE

School bus drivers and others required to hold a commercial driver's license (CDL) are subject to a drug and alcohol testing program that fulfills the requirements of federal regulations.

These regulations reflect several requirements of the federal drug testing regulations but are not intended in any way to modify or limit the procedures for drug and alcohol testing. District personnel must adhere to the detailed provisions of federal regulations in administering the District's drug and alcohol program. Districts must also adhere to State laws pertaining to drug and alcohol testing for drivers required to hold a CDL.

References to tests in these regulations include both drug and alcohol tests unless the context specifies otherwise. The terms drugs and controlled substances are interchangeable and have the same meaning. Testing includes the Department of Transportation's current drug testing requirements.

Pre-Employment Tests

Prior to the first time a driver performs safety-sensitive functions for the District, a controlled substances test is administered.

The test is required of an applicant only after he/she has been offered employment. Employment is conditional upon the applicant receiving a negative drug test result.

An employee may be exempt from the pre-employment drug test if he/she has participated in a drug testing program within 30 days prior to the application for employment. While participating in that program the employee must either have been tested for drugs within the last six months (from the date of application) or participated in a random drug testing program in the previous 12 months. The responsible administrator must be able to make all verifications required by law.

Post-Accident Tests

Prior to a driver operating a school bus, the District will provide the driver with necessary post-accident information, procedures and instructions, so that the driver will be able to comply with these requirements.

Alcohol and controlled substance tests are conducted in the time limits imposed by the federal regulations after an accident on any driver who:

1. was performing safety-sensitive functions with respect to the vehicle if the accident involved loss of human life and/or

2. received a citation under State or local law for a moving-traffic violation arising from the accident.

No driver involved in an accident may use alcohol for eight hours after the accident or until he/she undergoes a post-accident alcohol test, whichever occurs first.

If an alcohol test is not administered within two hours or if a drug test is not administered within 32 hours after the accident, the responsible administrator prepares and maintains records explaining why the test was not conducted.

Tests conducted by authorized federal, state or local officials fulfill post-accident testing requirements, provided they conform to applicable legal requirements and are obtained by the responsible administrator. Breath tests validate only the alcohol test and cannot be used to fulfill controlled-substance testing obligations.

The Board reserves the right to require any driver involved in an accident while on duty to undergo alcohol and controlled substance testing.

Random Tests

Alcohol and controlled substance tests are conducted on a random basis at unannounced times throughout the year. Random tests are conducted just before, during or just after the performance of safety-sensitive functions. Once notified of selection for drug testing, a driver must proceed immediately to a collection site to provide a urine specimen.

Drivers are selected by a scientifically valid random process, and each driver has an equal chance of being tested each time selections are made. All drivers, whether full-time or substitute, and other individuals who are certified to operate school buses and may be called upon to do so, will be included in the random pool. Individuals who are selected for a random test but who are not operating a school bus at the time of the selection will be passed over, and an alternate driver will be tested under the random draw. The number of bus drivers selected for random testing is in accordance with federal regulations.

Reasonable Suspicion Tests

Tests must be conducted when a properly trained supervisor or District official has reasonable suspicion that the driver has violated the District's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech or body odors. The observations may include indications of chronic and withdrawal effects of controlled substances.

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before or just after the period of the workday when the driver must comply with alcohol prohibitions. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the appropriate administrator prepares and maintains a record explaining why this was not done. Attempts to conduct alcohol tests terminate after eight hours.

An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test.

A supervisor or District official who makes a finding of reasonable suspicion must also make a written record of his/her observations leading to a reasonable-suspicion drug test within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

In accordance with federal regulations, third party information may not be the only determining factor used to conduct reasonable suspicion testing.

Records

Employee drug and alcohol test results and records are maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver receives copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records are made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

Notifications

Each driver receives educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the policy and regulations for meeting these requirements. Representatives of employee organizations are notified of the availability of this information. The information identifies:

1. the person designated by the Board to answer driver questions about the materials;

2. categories of drivers who are subject to the drug and alcohol testing requirements;

3. sufficient information about the safety-sensitive functions performed by drivers to make clear for what period of the workday driver compliance is required;

4. specific information concerning driver conduct that is prohibited;

5. circumstances under which a driver is tested for drugs and/or alcohol;

6. procedures that are used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results and ensure that test results are attributed to the correct driver;

7. the requirement that a driver submit to drug and alcohol tests administered in accordance with federal regulations;

8. an explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;

9. consequences for drivers found to have violated the drug and alcohol prohibitions, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation and treatment;

10. consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04 and

11. information concerning the effects of drugs and alcohol on an individual's health, work and personal life; external and internal signs and symptoms of a drug or alcohol problem; and available methods of intervening when a drug or alcohol problem is suspected including confrontation, referral to an employee assistance program and/or referral to administrative officials.

Each driver must sign a statement certifying that he/she has received a copy of the above materials.

The Board-designated administrator notifies a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of his/her employment application.

The Board-designee notifies a driver of the results of random, reasonable suspicion and post-accident drug tests if the test results are verified positive. The designee also tells the driver which controlled substances were verified as positive.

Drivers inform their supervisors if at any time they are using a controlled substance that their physician has prescribed for therapeutic purposes. Such a substance may be used only if the physician is familiar with the driver's medical history and has advised the driver that it will not adversely affect his/her ability to safely operate a commercial motor vehicle. The District may require additional written notification from the prescribing physician.

Enforcement

Any driver who refuses to submit to post-accident, random, reasonable-suspicion or follow-up tests is not allowed to perform or continue to perform safety-sensitive functions, and is ineligible to operate a school bus in the state. The Ohio Department of Education will be notified of the refusal to test.

A driver who in any other way violates District prohibitions related to drugs and alcohol receives from the Board-designee the names, addresses and telephone numbers of substance-abuse professionals and counseling and treatment programs available to evaluate and resolve drug- and alcohol-related problems. The employee is evaluated by a substance-abuse professional who determines what help, if any, the driver needs in resolving such a problem.

Any substance-abuse professional who determines that a driver needs assistance will not refer the driver to a private practice, person or organization in which he/she has a financial interest, except under circumstances allowed by law.

Before the driver is returned to safety-sensitive duties, if at all, the Board designee must ensure that the employee:

1. has been evaluated by a substance-abuse professional;

2. has complied with any recommended treatment;

3. has taken a return-to-duty drug and alcohol test with a result indicating an alcohol concentration level of less than 0.02 and

4. is subject to unannounced follow-up drug and alcohol tests. (The number and frequency of such follow-up testing is as directed by the substance-abuse professional and consists of at least six tests in the first 12 months following the driver's return to duty.)

In accordance with State law, a driver may not operate a school bus when a drug or alcohol test indicates any measurable or detectable amount of a controlled substance.

(Approval date: July 31, 1995)
(Re-approval date: October 16, 1995)
(Re-approval date: December 30, 2002)
(Re-approval date: April 21, 2014)
(Re-approval date: October 21, 2019)

SCHOOL BUS IDLING

The Board is committed to transporting students on school buses in a manner that is safe and consistent with the Board's goal of resource conservation. The Board recognizes that accumulated emissions from diesel engines can be harmful to students and bus drivers. Also, unnecessary engine idling wastes diesel fuel and financial resources. Therefore, the Board prohibits all unnecessary diesel engine idling in excess of 10 minutes.

Diesel engine idling in excess of five minutes in school loading zones is not permitted unless the operation of a wheelchair lift is required. This policy applies to all buses used to transport students to and from school, cocurricular/extracurricular activities, field trips and other school-related activities.

The Board directs the Superintendent/designee to develop and maintain regulations to implement this policy.

[Adoption date: January 14, 2008]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3327.01
4511.76
OAC 3301-83-20 (O)

CROSS REFS.: EEAC, School Bus Safety Program
Staff Handbooks

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School bus transportation is provided for all officially approved transportation requests to and from student activities. The use of private vehicles for transportation of students, volunteers, teachers and other employees to and from student activities is discouraged.

If it is necessary to use private vehicles on a routine basis, evidence must be presented to the appropriate administrator that the vehicle, driver and purpose meet the requirements in Ohio Administrative Code for transportation in vehicles other than school buses, and that the driver is listed as a certified van driver by the Ohio Department of Education. The Board may procure accident insurance covering all pupils and other authorized passengers transported under the authority of the Board. This excess insurance provides compensation for injury or death to any student or authorized passenger caused by any accident arising out of or in connection with the operation of a private vehicle transporting students and other authorized passengers. The amounts and terms must be agreed upon by the Board and the insurance company.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3327.01; 3327.02; 3327.09
OAC 3301-83-19

USE OF SCHOOL-OWNED VEHICLES

In the interests of economy and efficiency, the Board may authorize employee use of school-owned vehicles. The Superintendent/designee is responsible for developing and implementing regulations for the proper use. Regulations may include, but are not limited to:

1. list of vehicles and the appropriate insurance coverages;
2. list of authorized users;
3. authorized uses;
4. unauthorized uses;
5. mandatory record keeping;
6. care and maintenance of vehicles;
7. observance of all Federal, State, local and District laws, policies and regulations and
8. restrictions for use by non-employees.

Employees in violation of this policy and the established regulations are subject to disciplinary action, up to and including termination.

[Adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS: ORC 121.07
125.832
4513.263; 4513.264
OAC 3301-83-20(M)

CROSS REFS: GBCB, Staff Conduct
GBE, Staff Health and Safety
GBP, Drug-Free Workplace
Staff Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

USE OF SCHOOL-OWNED VEHICLES

Certain designated employees are authorized to use school-owned vehicles in accordance with the following regulations.

Authorized Vehicles and Users

The Superintendent/designee:

1. authorizes which employees have the use of school-owned vehicles;
2. keeps a record of their driver's license numbers;
3. checks all drivers' driving records annually and
4. keeps a list of vehicles and appropriate insurance coverages.

Authorized Uses

1. Unless specific permission is granted by the Superintendent, use of school-owned vehicles is restricted to District business only.
2. All cargo must be related to the performance of District business.
3. The cost of gasoline and oil is reimbursed only upon submitting the proper receipts.

Unauthorized Uses

Drivers are prohibited from:

1. operating vehicles while under the influences of drugs and/or alcohol;
2. transporting non-school passengers, including hitchhikers and
3. operating vehicles while talking on the cellular telephone.

Record Keeping

Drivers are required to keep and maintain accurate records when using vehicles for personal use. Personal use of school-owned vehicles must be reported as a taxable benefit in accordance with Internal Revenue Service regulations.

Vehicle Care and Maintenance

1. School-owned vehicles must be maintained and operated in a safe and efficient manner.

2. Drivers must report any preventive maintenance item, service, defect or damage as soon as one is identified or sustained by using the proper District reporting method.

3. Drivers are responsible for the interior cleanliness of vehicles used.

Observance of All Laws, Policies and Regulations

Drivers must:

1. comply with all applicable Federal, State, local and Board laws, regulations and policies;

2. wear seat belts;

3. be personally liable for all traffic and parking violations and supply proof of payment;

4. maintain a valid driver's license and insurance;

5. immediately notify the Superintendent/designee if their driving privileges change in any way, e.g., license suspension or revocation;

6. immediately report any accident or related injury to the proper governmental authority and the Superintendent/designee;

7. comply with all tobacco policies;

8. not leave vehicles unsecured while unattended and

9. not allow unauthorized individuals to drive vehicles.

Violators are subject to disciplinary action up to and including termination.

(Approval date: October 21, 2019)

FOOD SERVICES MANAGEMENT/
FREE AND REDUCED-PRICE FOOD SERVICES

The Board operates a food services program in its schools. Food preparation is centralized for elementary, intermediate and secondary schools when appropriate.

Food services include breakfasts and lunches in all schools through participation in the National Child Nutrition Programs. The food services supervisor reviews and recommends to the Board the types of foods to be sold.

The food services staff cooperates with the principals of the schools in matters essential to the proper functioning of the food services program. The responsibility for control of students using the cafeteria rests with the building principal.

All prices set for school breakfasts, lunches and milk are subject to Board approval, except for a la carte food prices. The food services supervisor sets these prices without Board approval.

As required for participation in the National Child Nutrition Programs, the Board agrees that:

1. breakfast and a "Type A" lunch are made available to students, provided at least one-fifth of the students are eligible under Federal law for free meals;

2. breakfast is made available in every school in which the parents of at least one-half of the children enrolled have requested that the breakfast program be established;

3. students who qualify receive free or reduced-price meals;

4. all meals must meet USDA nutritional standards;

5. the management of food services complies with all federal, state and local regulations and

6. a summer meal program is provided to students attending a state-mandated summer remedial program.

In addition to those required by Federal law, the District complies with all State law requirements for the provision of school breakfast programs.

All students are expected to eat lunch at school and may not leave school grounds during the lunch hour, except when permission has been granted by the principal. Students are permitted to bring their lunches from home and to purchase milk and incidental items.

School lunch funds and other food service funds are kept in a special account.

The District provides for at least one employee, who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver, to be present while students are being served.

Meal Charges

The Board directs the administration to develop procedures for the management of meal charges and unpaid meal charges. The procedures allow for students to receive the daily nutrition they need, minimize the identification of students with insufficient funds to pay, maintain the integrity of the school food service account, and includes guidelines for the collection of delinquent meal charges. The procedures are provided to all parents and all District and school staff responsible for enforcement at the start of each school year.

Students with Special Dietary Needs

At the beginning of each school year, or at the time of enrollment, parents are responsible for communicating any special dietary needs of their child, including food allergies, to the District. Students with dietary needs that qualify as disabilities under law are provided reasonable accommodation.

Substitutions to regular school meals provided by the District are made for students who are unable to eat regular school meals due to a qualifying dietary need when that need is certified in writing by the student's physician. Substitute meals are provided in the most integrated setting appropriate to the special needs of the student.

The nature of the student's qualifying dietary need, the reason this need prevents the student from eating regular school meals (including foods to be omitted from the student's diet), the specific diet prescription along with the needed substitution must be specifically stated in the physician's statement. The District, in compliance with the USDA Child Nutrition Division guidelines, provides substitute meals to food-allergic students based upon the physician's signed statement.

The District develops and implements administrative regulations for the management of food-allergic students. Such regulations include, but are not limited to, schoolwide training programs regarding food allergy education, staff development regarding food allergy identification and management, allergy emergency drills, strategies for the identification of students with life-threatening food allergies and management skills including avoidance measures, designation of typical symptoms and dosing instructions for medications.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: May 15, 2017]
[Re-adoption date: October 21, 2019]
[Re-adoption date: January 10, 2022]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265 (Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act of 1966; 42 USC 1771 et seq.
Americans with Disabilities Act; 42 USC 12101 et seq.
Rehabilitation Act; 29 USC 794
ORC 3313.719
ORC 3313.81
ORC 3313.812
ORC 3313.813
ORC 3313.815
ORC 3313.818
ORC 3314.18
OAC 3301-91-01 through 3301-91-09

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
EFF, Food Sale Standards
EFG, Student Wellness Program
EFH, Food Allergies
JHCD, Administering Medicines to Students
JN, Student Fees, Fines and Charges

FOOD SALE STANDARDS

Through its food service program, the Board encourages students to form healthy eating habits by governing the types of food and beverages sold in the schools and the time and place at which each type of food and beverage is sold. These standards are based on the following guidelines.

1. The types of food and beverages sold in the schools are determined by their potential to contribute significantly to the:

   A. daily nutritional needs of students, consistent with the guidelines established by the U.S. Department of Agriculture (USDA);

   B. provisions of the District's student wellness program and

   C. nutritional guidelines established by State law.

2. A licensed dietician, a registered dietetic technician or a certified/credentialed school nutrition specialist must be initially consulted to assist the food services supervisor in drafting for Board adoption a plan:

   A. for complying with and enforcing the nutritional standards governing the types of food and beverages that may be sold on school premises in compliance with State law and

   B. specifying the time and place each type of food or beverage may be sold.

3. The time of day and place for the sale of food and beverages to students must be consistent with the nutrient intake needs and eating patterns of students and compatible with class schedules. The following restrictions are enforced for non-breakfast/lunch food and beverage sales:

   A. Foods or beverages that do not meet the nutritional standards established by the District in accordance with USDA regulations may not be sold during the school day. The Board reserves the right to totally restrict the sale of non-nutritional foods and beverages in vending machines.

   B. Bake sales and other school fundraising activities involving food and beverage items may not be held during the school day.

4. Annually, the food services supervisor reviews and recommends to the Board the types of foods and beverages to be sold as part of the school breakfast and lunch programs.

Separate standards may be established for the types of food and beverages to be sold to staff members and for events and activities held outside the school day.

Compliance with nutritional standards is reported to the Ohio Department of Education by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance, the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

[Adoption date: December 30, 2002]
[Re-adoption date: July 18, 2011]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3301.68
3313.814; 3313.816; 3313.817
OAC 3301-91-09

CROSS REFS.: EF, Food Services Management
EFG, Student Wellness Program
IGDF, Student Fundraising Activities

STUDENT WELLNESS PROGRAM

The Board directs the Superintendent/designee to develop and maintain a student wellness plan in compliance with Federal law.

The student wellness plan:

1. includes goals for nutrition promotion and education, physical activity and other school-based activities designed to promote student wellness that are developed with consideration of evidence-based strategies and techniques;

2. includes nutrition guidelines for all foods provided, but not sold to students in the District during the school day in order to promote student health and reduce childhood obesity;

3. provides assurance that District guidelines for all food and beverages sold during the school day are, at a minimum, equal to the guidelines issued by the U.S. Department of Agriculture (USDA) and that marketing of foods and beverages on the school campus during the school day is prohibited for foods or beverages that do not meet the nutritional standards established by the District in accordance with USDA regulations and

4. establishes a plan of implementation and evaluation, including designating one or more persons within the District with the responsibility for ensuring that the District is compliant with Federal law.

Development of the student wellness plan must be a collaborative effort between parents, students, food service workers, physical education teachers, school health professionals, administrators, the Board and the public.

The District notifies the public of the wellness plan at least annually. The wellness plan is assessed at least once every three years and the results of the assessment are made available to the public.

[Adoption date: August 21, 2006]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 10, 2020]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265 (Title I, Section 204), 118 Stat. 729
National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act; 42 USC 1771 et seq.
7 CFR, Subtitle B, Chapter 11, Part 210
7 CFR 220
7 CFR 225
7 CFR 245
ORC 3313.814
OAC 3301-91-09

CROSS REFS.: EF, Food Services Management
EFB, Free and Reduced-Price Food Services
EFF, Food Sale Standards
IGAE, Health Education
IGAF, Physical Education
KJ, Advertising in the Schools

FOOD ALLERGIES

The purpose of this policy is to establish a safe environment for students with food allergies and to support parents regarding food allergy management. In accordance with State law, it is the policy of the Board to provide all students, through necessary accommodations where required, the opportunity to participate fully in all school programs and activities.

The Board takes food allergies seriously and understands that food allergies can be life threatening. Recognizing that the risk of accidental exposure to foods can be reduced in the school setting, the District administration is committed to minimizing risks and providing a safe educational environment for food-allergic students. Students with dietary needs that qualify as disabilities under State and Federal law are provided reasonable accommodation.

Substitutions to regular school meals provided by the District are made for students who are unable to eat regular school meals due to a qualifying dietary need when that need is certified in writing by the student's physician. Substitute meals are provided in the most integrated setting appropriate to the special needs of the student.

The nature of the student's qualifying dietary need, the reason this need prevents the student from eating regular school meals (including foods to be omitted from the student's diet), the specific diet prescription along with the needed substitution must be specifically stated in the physician's statement. The District, in compliance with the USDA Child Nutrition Division guidelines, provides substitute meals to food-allergic students based upon the physician's signed statement.

The administration consults with parents, school nurses and other school employees, school volunteers, students and community members to gather information for the development and implementation of a food allergy plan. The plan includes, but is not limited to, schoolwide training programs regarding food allergy education, staff development regarding food allergy identification and management, allergy emergency drills, strategies for the identification of students with life-threatening food allergies and management skills including avoidance measures, designation of typical symptoms and dosing instructions for medications.

[Adoption date: May 15, 2017]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Child Nutrition and WIC Reauthorization Act; Pub. L. No. 108-265 (Title I, Section 204), 118 Stat. 729 National School Lunch Act; 42 USC 1751 et seq.
Child Nutrition Act of 1966; 42 USC 1771 et seq.
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
Rehabilitation Act of 1973, 29 USC 794
ORC 3313.719; 3313.81; 3313.812; 3313.813
3314.03
3326.11
OAC 3301-91-01 through 3301-91-08

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
EF, Food Services Management
EFB, Free and Reduced-Price Food Services
EFF, Food Sale Standards
EFG, Student Wellness Program
IGBA, Programs for Students with Disabilities
JHCD, Administering Medicines to Students

TELEPHONE SERVICES

District telephones are provided for official school use. In order to permit staff members to make necessary personal calls with minimum loss of time, certain telephones may be used for personal calls. Staff members making personal calls are responsible for and shall pay any long distance and/or toll charges.

Students are not to use the school office telephones, except in cases of emergency.

Cellular telephones may be provided to certain staff members who have:

1. administrative authority;

2. supervision of students during field trips or

3. supervision of students during athletic and other extracurricular activities, practices or events that meet away from District buildings.

The Board authorizes the Superintendent or his/her designee to develop administrative guidelines for the proper handling of use and charges.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: May 16, 2005]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.20
OAC 3301-35-06
3301-83-20(M)

CROSS REFS.: JFCK, Use of Electronic Communications Equipment by Students
Staff Handbooks
Student Handbooks

TELEPHONE SERVICES

Wireless Telephone Expense Reimbursement

Administrators whose primary assignment regularly requires travel or the need to communicate to other buildings for emergency purposes are eligible for a wireless telephone or other communication device allowance or reimbursement.

The District does not endorse any specific wireless telephone carrier, equipment or calling plan. The administration may periodically review market rates to determine the amount of wireless telephone allowance or reimbursement. The amount of allowance or reimbursement is established by the administration and approved by the Board.

Eligible staff members obtain their own wireless telephone, carry it with them while working, use it to conduct necessary business while working and submit a complete copy of their wireless telephone bill monthly with an expense report.

Amount of Allowance or Reimbursement Rate

The amount of wireless telephone allowance paid to participating staff members is determined by Board resolution. Based on market research and history of usage, this amount is deemed sufficient to pay for monthly access fees, business-related calls and taxes related to those charges. The District shall not reimburse any additional expenses for wireless telephone services, equipment or telephone calls.

Safety and Security

Loss or theft of equipment must be reported to the vendor service provider immediately to minimize liability for airtime and toll call charges.

Conversations over cellphones are easily monitored, and may be monitored by outside parties. Confidential and sensitive information discussion over cellphones shall not be conducted.

Telephone use while operating a vehicle is prohibited.

(Approval date: December 30, 2002)
(Re-approval date: May 16, 2005)
(Re-approval date: October 21, 2019)

DATA AND RECORDS RETENTION

All records[1] are the property of the District and are not removed, destroyed, mutilated, transferred or otherwise damaged or disposed of, in whole or in part, except as provided by law or under the rules adopted by the District Records Commission. Such records shall be delivered by outgoing officials and employees to their successors and shall not be otherwise removed, transferred or destroyed unlawfully.

The District Records Commission is composed of the Board President, the Treasurer and the Superintendent and meets at least once every 12 months.

The function of the commission is to review applications for one-time disposal of obsolete records and schedules of records retention and disposition submitted by any employee of the District. Records may be disposed of by the District pursuant to the procedure outlined below. The commission may at any time review any schedule it has previously approved and may revise that schedule, in accordance with State law.

The Superintendent designates a Records Officer in each department/building who is responsible for all aspects of records retention, including electronic mail, within that department/building.

When the District Records Commission has approved an application for one-time disposal of obsolete records, or any schedule of records retention and disposition, the applications and/or schedules are sent to the Ohio History Connection (OHC) for review. The OHC will review the application or schedule within a period of 60 days. During this time, the OHC may select for its custody any records it considers to be of continuing historical value. The OHC will denote upon any schedule of records retention, and disposal, the records for which they will require a certificate of records disposal prior to their disposal. After the OHC has completed their review, OHC will forward the applications and/or schedules to the Auditor of State for their approval or disapproval. The Auditor of State must approve or disapprove the application and/or schedule within 60 days.

Before public records are disposed of pursuant to an approved schedule, the District must inform OHC of the disposal of only the records that OHC has requested to see. OHC is given the opportunity for a period of 15 days to select for its custody such public records as it considers to be of continuing historical value.[2]

Electronic Mail and Social Media Content

Electronic mail sent or received by the Board and/or District employees and social media content may be considered a public record subject to public disclosure or inspection under the Open Meetings Act (Sunshine Law). If the electronic mail or social media content is the District's official record and meets the definition of a record as defined by State law, then the information must be retained in accordance with the District records retention schedule.

All Board and District electronic mail communications and social media content are monitored in accordance with the attached regulation to ensure that all electronic mail and social media public records are retained, archived and destroyed in compliance with State law.

District employees are subject to disciplinary action for violation of this policy and regulation.

[Adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: April 21, 2014]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
ORC 9.01
149.011; 149.35; 149.381; 149.41; 149.43
3313.29
3319.321
3701.028
Ohio History Connection Form RC-1
Ohio History Connection RC-2
Ohio History Connection Form RC-3

CROSS REFS.: DI, Fiscal Accounting and Reporting
GBL, Personnel Records
JO, Student Records
KBA, Public's Right to Know

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[1]Records include any document, device or item, regardless of physical form or characteristic, including an electronic record (as defined in Ohio Revised Code Section (RC) 1306.01), created or received by or coming under the jurisdiction of the District that serves to document the organization, functions, policies, decisions, procedures, operations or other activities of the District, RC 149.011.

[2]The Ohio History Connection may not review or select for its custody the records set forth in RC 149.381(E).

USE OF ELECTRONIC SIGNATURES

The Board authorizes the use of electronic signatures, using methods that are secure and practical, and in compliance with State and Federal law and the District's procedures. An "electronic signature" is defined as an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

Prior to sending, receiving, using or relying on electronic signatures, the Superintendent shall develop procedures concerning the use of an electronic signature, consistent with the following:

1. The procedures shall identify the records that may be signed by electronic means and the manner and format in which the records attached to the electronic signatures will be created, generated, sent, communicated, received and stored.

2. The procedures shall identify the type(s) of electronic signatures that may be used, and the manner and format in which the electronic signature must be affixed to a record.

3. The procedures must establish a method for verifying that the parties agreed to conduct a transaction by electronic means and authenticating the identities of the individuals signing electronically.

4. The procedures must provide for adequate preservation, disposition, integrity, security, confidentiality and auditability of the electronic signature and its associated record.

All District staff shall comply with all provisions of the District's procedures and State and Federal law when sending, receiving, using and relying upon electronic signatures.

[Adoption date: October 21, 2019]

LEGAL REFS.: ORC 1306
Uniform Electronic Transaction Act

CROSS REFS.: DGA, Use of Facsimile Signatures
IGBA, Programs for Students with Disabilities
JO, Student Records

INSURANCE MANAGEMENT

The Board has the responsibility to maintain an adequate and comprehensive insurance program covering its buildings and grounds, fleet of school buses and individuals discharging responsibilities for the District.

The District makes efforts to obtain insurance at the most economical cost, consistent with required coverage and service, through obtaining quotations or bids.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 9.83
9.90
3313.201; 3313.202; 3313.203
3327.09
3917.01; 3917.04

CROSS REF.: DH, Bonded Employees and Officers

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

SECTION F: FACILITIES DEVELOPMENT

FB	Facilities Planning
FD	Tax Issues (Also KBE)
FF	Naming New Facilities

FACILITIES PLANNING

The Board is responsible for the regular operation and orderly development of its physical plant. For this reason, the Board concerns itself with both short- and long-range planning as it relates to the properties of the District.

The Board follows a long-term building program to serve as a guide for capital improvements. This program is subject to systematic study, revision and extension. The respective construction projects are acted upon individually when proposed for implementation.

The Board building program is designed to provide adequate facilities to conduct educational programs for all students residing in the District. The building program is based upon specific Board policies that have been, and continue to be, modified to conform to changes in the curriculum, availability of construction funds, technological needs, changes in enrollments and the results of annual evaluation of facilities. The Board establishes priorities using these and other relevant factors.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.37
3315.10; 3315.18; 3315.181
Chapter 3318
OAC 3301-35-03; 3301-35-06

FACILITIES PLANNING

The Board of Education is responsible for providing safe, nurturing, and inclusive educational and work environments for all students and staff. The Board recognizes the continued need to plan, design, and construct new educational facilities and to renovate or make additions that are in accordance with all applicable codes, as well as Ohio and Federal Law. This policy will ensure that all construction activities promote a safe environment for the community, visitors, staff, and students prior to construction, installation, improvements, and/or modification of structures or objects on or under district grounds.

This regulation applies to facility engineering and construction personnel responsible for planning, design, and construction for the District.

A Project Summary will be submitted to the superintendent and treasurer. The project summary will include the following:

1. Detailed description of the project, which should include the rational for the project, detailed description of construction means and materials, and who will be the responsible party(ies) for design and construction;

2. Specific location, including GIS data location;

3. Timeline and processes for construction updates;

4. Budget, including funding source(s). Initial budget source as well as ongoing operational and/or maintenance costs;

5. Are there any impacts to insurance – Builders Risk and/or additions to property/liability insurance;

6. Permit verification, timeline of accusation if needed.

A pro-active risk assessment shall be performed when planning, demolition, construction, and/ or renovation to identify hazards that could potentially compromise land integrity and safety in occupied areas of the District. A Preconstruction Risk Assessment (PCRA) shall be complete prior to all construction activities within the District and signed by all those involved in the analysis. The PCRA will include identifying problems such as; noise, vibration, creation or spread of contaminants, disruption of essential services, emergency procedures, air quality, and other hazards that affect safety and services. The PCRA should also include drawings as need to clearly identify egress paths, risk levels, etc. to indicate mitigation actions determined during the assessment.

The PCRA will be performed prior to commencement of demolition, construction or renovation addressing the following:

1. Disruption and location conflicts of utilities essential services
   A. Communications/Telephone
   B. Electrical
   C. HVAC
   D. Water/Sewer
   G. Fire alarm system
   H. Fire suppression systems

2. Noise levels

3. Vibration levels

4. Emergency procedures
   A. Fire emergency procedures including who to call and how to respond.
   B. Utility emergency procedure's locations of emergency shutoffs
   C. An assessment of interim life safety measures that may be required.

5. Security at the site and access control

6. Traffic flow including routes for material delivery, storage and debris removal.

7. Dust reduction and controls.

8. Controls of odors.

9. Use of hazardous chemicals.

The Project Summary and the Preconstruction Risk Assessment will be presented to the appropriate Board committees for approval prior to construction. If necessary, the Board may be asked to approve the project. At the conclusion of the project, the specific location (GIS) of key aspects of the project will be recorded within the District's Master Plan Documents.

[Adoption date: July 27, 2021]

TAX ISSUES

The Board examines financial needs in advance of any levy or bond elections. The Board provides the public with information on school building needs and on levy and bond elections. It does not use District funds to promote approval of school-related tax issues.

Tax reduction factors are considered in coordination with the Sexennial Reappraisal and/or the Triennial Update in affected District counties. In considering a potential tax issue, the Board examines all legal options to obtain additional revenue.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Ohio Const. Art XII, Sections 2, 5
ORC Chapter 133
319.301
3311.21
3313.37; 3313.375
3315.07
3501.01
Chapter 5705
Chapter 5713
5715.33
5748.01 et seq.
OAC 5703-25-45 through 5703-25-49

CROSS REF.: BCF, Advisory Committees to the Board

NAMING NEW FACILITIES

The Board is responsible for the naming/renaming of all Board-owned facilities.

The Board considers facilities to include, but not be limited to, buildings, athletic fields, stadiums, gymnasiums, libraries and multipurpose rooms. In selecting a name, the Board may consider individuals, geographical locations, general features of the area in which the school or facility is located and other names that are deemed appropriate by the Board. If the facility is named for an individual, that individual must have made an outstanding contribution to the community, county, state or nation.

The Board directs the Superintendent to establish a committee composed of administrators, parents, community members, employees and, when applicable, students to suggest names. The Board will not be influenced in its decision by personal prejudice or favoritism, political pressure or temporary popularity in choosing a name. Although the Board considers all recommendations, final authority rests with the Board.

[Adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REF.: ORC 3313.20

SECTION G: PERSONNEL

GA	Personnel Policies Goals
GBA	Equal Opportunity Employment
GBC	Staff Ethics
GBCA	Staff Conflict of Interest
GBCB	Staff Conduct
GBCC	Staff Dress and Grooming
GBD	Board-Staff Communications (Also BG)
GBE	Staff Health and Safety
GBG	Staff Participation in Political Activities
GBH	Staff-Student Relations (Also JM)
GBI	Staff Gifts and Solicitations
GBIA	Online Fundraising Campaigns/Crowdfunding (Also IGDFA)
GBK	No Tobacco Use on District Property by Staff Members
GBL	Personnel Records
GBM	Staff Complaints and Grievances
GBN	Extended Group Health Coverage
GBO	Verification of Employment Eligibility
GBP	Drug-Free Workplace
GBQ	Criminal Records Check
GBR	Family and Medical Leave
GBS	Health Insurance Portability and Accountability (HIPAA)
GCA	Certificated Staff Positions
GCB	Certificated Staff Contracts and Compensation Plans
GCBB	Certificated Staff Supplemental Contracts
GCBD	Certificated Staff Leaves and Absences
GCBE	Certificated Staff Vacations and Holidays
GCC	Certificated Staff Recruiting
GCD	Professional Staff Hiring
GCL	Certificated Staff Development Opportunities
GCN	Evaluation of Certificated Staff (Also AFC)
GCNA	Evaluation of School Counselors (Also AFCA)
GCPA	Reduction in Certificated Staff Workforce
GCPB	Resignation of Certificated Staff Members
GCPCA	Severance Pay
GCQAB	Tutoring for Pay

GDA	Classified Staff Positions
GDBB	Classified Staff Pupil Activity Contracts
GDBD	Classified Staff Leaves and Absences
GDBE	Classified Staff Vacations and Holidays
GDC	Classified Staff Recruiting
GDCA	Posting of Classified Staff Vacancies
GDD	Classified Staff Hiring
GDL	Classified Staff Development Opportunities
GDN	Evaluation of Classified Staff (Also AFD)
GDPA	Reduction in Classified Staff Workforce

PERSONNEL POLICIES GOALS

The personnel employed by the Board are a very important resource for effectively conducting a quality educational program. The District's program functions best when it employs properly certified, licensed or registered personnel, conducts appropriate staff development activities and establishes policies and working conditions that are conducive to high morale andenable each staff member to make the fullest contribution to District programs and services.

The goals of the personnel program include:

1. developing and implementing those strategies and procedures for personnel recruitment, screening and selection, which result in employing the best available candidates: those with the highest capabilities, strongest commitment to quality education and greatest probability of effectively implementing the educational program;

2. developing a general assignment strategy, which makes the greatest contribution to the educational program, and using it as the primary basis for determining staff assignments;

3. providing positive programs of staff development designed to contribute both to improvement of the educational program and to each staff member's career development aspirations;

4. providing for a genuine team approach to education, including staff involvement in planning, decision making and evaluation;

5. developing and using for personnel evaluation positive processes that contribute to the improvement of staff capabilities and assist in making employment decisions and

6. encouraging all employees to be cognizant of their roles in instilling ethical principlesand democratic ideals in all students.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]
[Re-adoption date: June 21, 2021]

LEGAL REFS.: ORC 124.11
3313.602
3319.01; 3319.02; 3319.081; 3319.11; 3319.111; 3319.221
Chapter 4117

CROSS REF.: GBB, Staff Involvement in Decision Making (Also ABB)

EQUAL OPPORTUNITY EMPLOYMENT

The District provides equal opportunities for employment, retention and advancement of all personnel.

This Board encourages all personnel to assist in the accomplishment of this goal through their personal commitment to the concept of equal opportunity for all personnel regardless of race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, military status or disability.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Civil Rights Act, Title VI; 42 USC 2000d
Executive Order 11246, as amended by Executive Order 11375
Equal Employment Opportunity Act, Title VII; 42 USC 2000e et seq.
Education Amendments of 1972, Title IX; 20 USC 1681
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.
Rehabilitation Act; 29 USC 794
Age Discrimination in Employment Act; 29 USC 623
Immigration Reform and Control Act; 8 USC 1324a et seq.
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
ORC Chapter 4112.02

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACAA, Sexual Harassment
ACB, Nondiscrimination on the Basis of Disability

STAFF ETHICS

Preamble

The members of the Board and staff of the District believe in the worth, dignity and importance of every individual, regardless of race, creed, color or cultural background.

We further believe that every student has the inherent right to the best education available and that every educator has the responsibility to work toward this end.

We realize that as educators our words and actions will be viewed and appraised by the community-at-large, by parents of students, by fellow educators, and by students themselves. Therefore, we believe that we must maintain standards of exemplary professional conduct in relation to the aforementioned groups.

Responsibility to the Students

Recognizing that the welfare of the child is the first consideration of the educator, the Board subscribes to the following statements of standards to:

1. deal respectfully and justly with every student as an individual without prejudice or partiality and will not deny benefits to any student on the basis of race, creed, color, sex, political beliefs, cultural background or disability;

2. respect the confidence of students; information given in confidence will be passed on only to authorized persons or agencies that are attempting to aid the student;

3. not use professional relationships with students to promote personal gain, selfish interests, partisan politics or sectarian religious views;

4. provide opportunities that will help the student grow in understanding the democratic process and stress the necessary balance between freedom and responsibility, and between rights and duties;

5. refrain from the use of ridicule or any form of communication, express or implied, that will embarrass the student;

6. strive to help each student develop sound moral, spiritual and intellectual foundations and

7. provide opportunities for the student to work under conditions that foster respect for the rights and privileges of others.

Responsibility to the Parents

Recognizing the concern of the parent for the student's development, the Board subscribes to the following statements of standards to:

1. cooperate with the home for the best interest of the students and will strive to keep parents informed about the students' academic progress;

2. respect the basic responsibility of parents for their children and will seek to establish friendly and cooperative relationships with parents;

3. diligently endeavor to keep parents informed of any lack of progress or danger of failure on the part of their child and will, as much as possible, continue to work with the parent until the student is progressing satisfactorily or until all avenues have been explored and

4. refrain from gossip or repeating any information concerning parents which might cause other educators to be prejudicial in their dealings with students.

Responsibility to the Profession

Recognizing that the professional educator works to improve the status of the profession by maintaining high standards, the Board subscribes to the following statements of standards to:

1. adhere to the conditions of a contract until the contract has been terminated by mutual consent or has otherwise been legally terminated;

2. exercise the right to participate in the democratic processes which determine school policy and once policy is determined, we will support it;

3. conduct school affairs through recognized channels of the school system or profession;

4. respect the confidence of fellow educators;

5. not engage in any criticism or dispute among fellow educators in the presence of students or lay persons and define such action as unjustifiable and

6. encourage and foster the following attitudes toward fellow educators:

   A. collegiality;

   B. cooperation with both new and experienced teachers;

   C. recognition of performance of quality work and

   D. willingness to learn from others.

[Adoption date: January 18, 2005]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Civil Rights Act; Title VI; 42 Usc 2000 et seq.
ORC 3313.20
3315.07
OAC 3301-35-02 - 3301-35 -04

STAFF CONFLICT OF INTEREST

Employees shall not engage in, nor have a financial interest in, any activity that conflicts with their duties and responsibilities in the District.

Employees shall not engage in work of any type in which information concerning a customer, client or employer originates from any information available to them through District sources.

Employees shall not sell textbooks, instructional supplies, equipment, reference books or any other products to the District. They shall not furnish the names of students or parents to anyone selling these materials.

In order that there is no conflict of interest in the supervision and evaluation of employees, at no time shall any administrator responsible for the supervision and/or evaluation of an employee be directly related to that employee.

Employees must not use their influence or authority to secure authorization of a public contract, including an employment contract, for a family member.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 2921.42
3313.811
3319.21
3329.10
4117.20

CROSS REFS.: GBCB, Staff Conduct
GBL, Personnel Records
JO, Student Records
KBA, Public's Right to Know

STAFF CONDUCT

All staff members have a responsibility to make themselves familiar with, and to abide by, the laws of the state of Ohio, the negotiated agreement, the policies of the Board and the administrative regulations designed to implement them. All educators also are required to comply with the Licensure Code of Professional Conduct for Ohio Educators.

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

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

1. faithfulness and promptness in attendance at work;

2. support and enforcement of policies of the Board and regulations of the administration;

3. diligence in submitting required reports promptly at the times specified;

4. care and protection of District property and

5. concern and attention toward their own and the District's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]
[Re-adoption date: June 15, 2020]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 7151
Gun-Free School Zones Act; 18 USC 922
ORC 124.34
2923.1210; 2923.1212; 2923.122
3319.081; 3319.16; 3319.31; 3319.311; 3319.36
OAC Chapter 3301-73

CROSS REFS.: GBCA, Staff Conflict of Interest
GBCC, Staff Dress and Grooming
GBH, Staff-Student Relations (Also JM)
JFC, Student Conduct (Zero Tolerance)
JHF, Student Safety
KGB, Public Conduct on District Property

STAFF DRESS AND GROOMING

Staff dress and grooming should enhance a positive image of the District and not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate or compromise reasonable standards of health, safety and decency.

The Board retains the authority to specify the following dress and grooming guidelines for staff. All staff members will, when assigned to District duty, including extracurricular activities:

1. be physically clean, neat and well-groomed and

2. dress in a manner reflecting their professional assignment.

[Adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REF.: ORC 3313.20

CROSS REFS.: GBCB, Staff Conduct
Certificated Staff Handbook
Classified Staff Handbook

BOARD-STAFF COMMUNICATIONS

The Board wishes to maintain open channels of communication with the staff. The basic line of communication between the Board and the staff is through the Superintendent. Staff members should utilize the Superintendent to communicate to the Board or its subcommittees. All official communications, policies and directives of staff interest and concern are communicated to staff members through the Superintendent. The Superintendent develops appropriate methods to keep staff members informed of the Board's issues, concerns and actions.

Board members must recognize that their presence in school buildings could be subject to a variety of interpretations by school employees. If a visit to a school or classroom is being made for other than general interest, Board members shall inform the Superintendent and make arrangements for visitation through the principal of the particular school. General interest visits are defined as informal expressions of interest in school affairs and not as inspections or visits for supervisory or administrative purposes. Board members will indicate to the principal the reason(s) for the visit. Official visits by Board members are carried out only under Board authorization.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REF.: ORC 3313.20(A)

CROSS REFS.: AFA, Evaluation of School Board Operational Procedures (Also BK)
BDDH, Public Participation at Board Meetings (Also KD)
GBM, Staff Complaints and Grievances
KK, Visitors to the Schools

STAFF HEALTH AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the Board attempts to ensure the safety of employees during their working hours and assist them in the maintenance of good health.

All employees are expected to observe commonly recognized practices that promote the health and safety of school personnel.

Bus drivers will have an annual physical examination in compliance with State law. The results of all such examinations are filed with the Superintendent.

Employees who are required by State or Federal law to have respiratory protection are required to have two physical examinations. The first examination must take place prior to the individual's wearing a respirator. The second examination must take place after the individual's exposure to any hazardous material (within 30 days if it is a one-time exposure, and at least annually if it is ongoing exposure).

The Board may require an individual examination of an employee whenever, in its judgment, it is necessary to protect the health and safety of students or other employees. Whenever the Board requires an employee to submit to a physical examination other than those required by law, the Board assumes the cost of the examination. All health examinations required of employees are made by one of the physicians approved for this purpose by the Board.

Any genetic information acquired as a result of individual examinations will be handled in accordance with Federal law.

Workers' Compensation

In case of injury while pursuing duties in keeping with the employee's contract, the employee may be eligible for payment of medical expenses under the Workers' Compensation Act of Ohio.

Any employee who is injured while at work should immediately report such injury to the appropriate supervisor and request the necessary forms to make application for payment under this act.

The injured employee may be requested to undergo chemical testing, as established by law and administrative regulation. The employee must prove that the injury was not proximately caused by the employee being intoxicated, under the influence of a controlled substance not prescribed by the employee's physician or under the influence of marihuana (marijuana). The results of, or the employee's refusal to submit to, any of the requested chemical tests may affect the employee's eligibility to receive workers' compensation benefits.

[Adoption date: December 30, 2002]
[Re-adoption date: January 18, 2005]
[Re-adoption date: December 19, 2016]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Asbestos School Hazard Abatement Act; 20 USC 4011 et seq.
Asbestos Hazard Emergency Response Act; 15 USC 2641 et seq.
Comprehensive Environmental Response, Compensation and Liability Act; 42 USC 9601 et seq.
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.
ORC 3313.643; 3313.71; 3313.711
3327.10
4113.23
4123.01 et seq.; 4123.35; 4123.54

CROSS REFS.: EB, Safety Program
EBBC, Bloodborne Pathogens
EEACD, Drug Testing for District Personnel Required to Hold a Commercial Driver's License
GBCB, Staff Conduct
GBP, Drug-Free Workplace
GBQ, Criminal Records Check
Staff Handbooks

STAFF HEALTH AND SAFETY

Workers' Compensation Benefits Eligibility – Chemical Testing

Under Ohio's Workers' Compensation Law, every employee who is injured in the course of employment is entitled to benefits, if necessary, to compensate him/her for lost work time, payment for medical, nursing and hospital services, medicines and funeral expenses, unless the injury was proximately caused by the employee being intoxicated, under the influence of a controlled substance not prescribed by the employee's physician or under the influence of marihuana (marijuana).

Testing Procedures

An injury is deemed to have been proximately caused by the employee being intoxicated or under the influence of a controlled substance not prescribed by the employee's physician or under the influence of marihuana (marijuana) if any of the following apply.

1. Within eight hours of the injury, the employee's blood alcohol level tests equal to or greater than .08%*.

2. Within eight hours of the injury, the employee's breath alcohol level tests equal to or greater than .08g/210L*.

3. Within eight hours of the injury, the employee's urine alcohol level tests equal to or greater than .11g/100 ml*.

4. Within 32 hours of the injury, the employee tests above both the following levels established for an enzyme multiplied immunoassay technique (EMIT) screening test and above the following levels established for a gas chromatography/mass spectrometry test, or in the alternative, above the levels established for a gas chromatography/mass spectrometry (GC/MS) test alone as follows, for substances not prescribed by a physician or marihuana (marijuana):

    A. for amphetamines, 1000 ng/ml of urine for the EMIT test and 500 ng/ml of urine for the GC/MS test;

    B. for cannabinoids, 50 ng/ml of urine for the EMIT test and 15 ng/ml of urine for the GC/MS test;

    C. for cocaine, including crack cocaine, 300 ng/ml of urine for the EMIT test and 150 ng/ml of urine for the GC/MS test;

D. for opiates, 2000 ng/ml of urine for the EMIT test and 2000 ng/ml of urine for the GC/MS test and

E. for phencyclidine, 25 ng/ml of urine for the EMIT test and 25 ng/ml of urine for the GC/MS test.

5. The employee, through a chemical test administered within 32 hours of the injury, is determined to have barbiturates, benzodiazepines, methadone or propoxyphene in the employee's system that tests above levels established by laboratories certified by the U.S. Department of Health and Human Services (HHS).

6. The employee refuses to submit to a requested chemical test.

Legal Protections

All testing will be conducted by a qualified, federally certified testing laboratory or a laboratory that meets or exceeds HHS standards for laboratory certification selected by the Board, and any positive test result will be confirmed by a medical review officer.

Confidentiality

All test results will remain confidential as between the employee, the Board and the Bureau of Workers' Compensation.

*This represents the minimum testing level used to establish intoxication under current State law prohibiting the operation of a motor vehicle while intoxicated, otherwise known as the State "OMVI" law.

(Approval date: December 30, 2002)
(Re-approval date: January 18, 2005)
(Re-approval date: February 17, 2009)
(Re-approval date: December 19, 2016)
(Re-approval date: October 21, 2019)

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

Employees have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive public office.

The terms and conditions under which the employee may continue employment as he/she seeks or holds such office are determined by the Board and law.

Employees are not permitted to use District time, moneys, facilities, equipment or supplies to campaign nor are the employees to actively campaign while on duty.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Intergovernmental Personnel Act; 42 USC 4701 et seq.
ORC 124.57
3315.07

STAFF-STUDENT RELATIONS

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

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

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

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

1. Staff members shall not make derogatory comments to students regarding the school, its staff and/or other students.

2. The exchange of purchased gifts between staff members and students is discouraged.

3. Staff-sponsored parties at which students are in attendance, unless they are a part of the school's extracurricular program and are properly supervised, are prohibited.

4. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.

5. Staff members shall not associate with students at any time in any situation or activity that could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.

6. Soliciting, encouraging, engaging or consummating an inappropriate relationship with any student, minor or individual who was a student in the preceding 12 months is prohibited.

7. Staff members shall not use disparaging remarks, insults or sarcasm against students under any circumstances.

8. Staff members shall maintain appropriate professional, emotional and social boundaries in the supervision, control and protection of students commensurate with their assigned duties and responsibilities.

9. Staff members shall not send students on personal errands.

10. Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.

11. Staff members shall not attempt to diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.

12. Staff members shall not willingly or knowingly violate any student confidentiality required by Federal or State law.

13. Staff members shall not groom a student or minor for the purpose of establishing an inappropriate emotional, romantic or sexual relationship.

Social Media

1. District staff are prohibited from posting data, documents, photographs or inappropriate information on any social media plat form that might result in a disruption of classroom activity or that violates State of Federal law relating to staff and student privacy. The Superintendent/designee has full discretion in determining when a disruption of classroom activity has occurred.

2. District staff is prohibited from providing personal social media passwords to students.

3. Inappropriate fraternization between District staff and students via the Internet, personal email accounts, text messaging, personal social media and other modes of virtual technology is also prohibited.

4. Access of personal social media during school hours is prohibited while on duty unless it is school related.

Violation of the prohibitions listed above may result in staff and/or student discipline in accordance with State law, Board policies and regulations, the staff and student codes of conduct and handbooks and/or staff negotiated agreements. Violations by staff also may be reported to the Ohio Department of Education for further investigation. Nothing in this policy prohibits District staff and students from the use of educational websites and/or use of social media created for curricular, cocurricular or extracurricular purposes.

[Adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]
[Re-adoption date: June 15, 2020]

LEGAL REF.: ORC 3313.20; 3319.31; 3319.311
OAC Chapter 3301-73

CROSS REFS.: GBC, Staff Ethics
GBCA, Staff Conflict of Interest
GBCB, Staff Conduct
GBI, Staff Gifts and Solicitations
IIBH, District Websites
JFC, Student Conduct (Zero Tolerance)
JHF, Student Safety
JHG, Reporting Child Abuse and Mandatory Training
JO, Student Records
KBA, Public's Right to Know
Staff Handbooks
Student Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

STAFF GIFTS AND SOLICITATIONS

Gifts

The Board authorizes the expenditure of public funds to purchase meals, refreshments and tokens of appreciation for employees and Board members in the completion of their responsibilities. The Board believes that such expenditures are necessary, on occasion, to further a public purpose in the general operation of the District. Such public purpose includes, but may not be limited to, employee development activities, employee recognition activities and certain routine meetings that may be enhanced by such amenities.

Such expenditures shall be consistent with the Board's purchasing policy and within the appropriation limits established by the Board.

Presentation of gifts to, and the arrangement of social affairs for, employees leaving the District are governed by the following.

1. Each building principal appoints, or employees may volunteer for, a small social committee to plan social affairs.

2. Any gifts to be presented to departing employees by their respective groups are at the discretion of the group involved.

Vendor Compensation

Any compensation paid by a vendor to a District official or employee, after the official or employee has participated in selecting the vendor, is considered "public money" and must be returned to the District.

Solicitations

The Superintendent annually approves all solicitations that are to be permitted in the schools. No organization may solicit funds of staff members in the schools, nor may anyone distribute flyers or other materials related to fund drives through the schools, without the prior approval of the Superintendent.

Employees may not engage in the sale of products to the schools, even if the proceeds of such sales are intended for charitable or civic purposes. No staff member is to collect any money or distribute any fundraising literature without the expressed approval of the Superintendent.

Staff members are prohibited from soliciting funds in the name of the school or District through the use of online fundraising or a crowdfunding campaign without approval of the Superintendent/designee. All crowdfunding campaigns must comply with District policies and procedures.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 102.03
117.01
2921.43
3313.81; 3313.811
3315.15
3329.10

CROSS REFS.: GBIA, Online Fundraising Campaigns/Crowdfunding (Also IGDFA)
IGDG, Student Activities Funds Management
IICA, Field Trips

ONLINE FUNDRAISING CAMPAIGNS/CROWDFUNDING

The Board believes that online fundraising campaigns, including crowdfunding campaigns, may support and further the interests of the District.

All crowdfunding campaigns must be reviewed by and receive prior approval from the Superintendent/designee. The District agrees to post any approved crowdfunding campaign on the District website.

In order for a crowdfunding campaign to be approved, the campaign must:

1. be conducted in compliance with all State and Federal laws, as well as relevant District policies and procedures, including those governing the confidentiality of student information. No information that could personally identify a student, including student names or images, may be used without the prior written consent of parents or adult students. The Superintendent/designee must review all images and text used as part of the campaign.

2. be compatible with the District's educational philosophy, needs, technical infrastructure, and core values. The organizer must submit in writing to the Treasurer a statement identifying the purpose(s) for raising the money. All online fundraisers must be conducted in accordance with District policies and procedures.

3. be in the name of the school or District with all donations being sent, paid or contributed directly to the school or District. Staff are prohibited from establishing campaigns that are directly sent, paid or contributed to a staff member in lieu of the District or school.

4. be reviewed to determine whether the crowdfunding site obligates the District to assume any responsibility to file required reports of charitable activities.

The Superintendent/designee maintains a documentation of campaign approval, details of the campaign, a printed copy of the website, copies of all related agreements and permission forms, copies of any checks donated and any inventory listing non-monetary donations.

No donations of money, property, equipment, or materials are accepted without Board approval and all donations accepted are the property of the District. Upon acceptance, donations are promptly entered into the District property inventory or deposited into District bank accounts and are subject to normal fiscal oversight and auditing. Donations are used solely for the purpose(s) stated in the campaign, provided the purposes are lawful and do not remove the authority of the Board.

[Adoption date: October 21, 2019]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232g
ORC 9.38
2921.43
3313.51
3319.321

CROSS REFS.: GBCA, Staff Conflict of Interest
GBI, Staff Gifts and Solicitations
IGDF, Student Fundraising Activities
KH, Public Gifts to the District
KI, Public Solicitations in the Schools

NO TOBACCO USE ON DISTRICT PROPERTY BY STAFF MEMBERS

The Board has a duty to protect and promote the health and well-being of all students and staff. The Board is acutely aware of the serious health risks associated with the use of tobacco products, both to users and nonusers, and that most tobacco use begins by the age of 18. The Board recognizes that staff and school visitors serve as role models to students and, therefore, adopts this 100% tobacco-free District policy to endorse a healthy lifestyle and prevent tobacco use.

Smoking is defined by State law as inhaling, exhaling, burning, or carrying any lighted or heated tobacco product or plant product intended for inhalation in any manner or in any form. Smoking also includes the use of an electronic smoking device and vapor products. For the purpose of this policy, "tobacco product" is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, and spit tobacco, also known as smokeless, dip, chew and snuff, in any form.

Tobacco Use Prohibited

No staff member or volunteer is permitted to smoke, inhale, vape, dip or chew tobacco products at any time, including non-school hours:

1. in any building, facility or vehicle owned, leased, rented or chartered by the District or

2. on school grounds, athletic facilities or parking lots.

No staff member or volunteer is permitted to smoke, inhale, vape, dip or chew tobacco products at any time, including non-school hours, at any school-sponsored event off campus.

Tobacco Advertisements and Promotions

Tobacco advertising is prohibited on school grounds, in all school-sponsored publications and at all school-sponsored events. Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters and other personal articles, are not permitted on school grounds, in school vehicles or at school-sponsored events.

Providing Notice to Staff

"No Tobacco" signs will be posted throughout the District at entrances and other appropriate locations in all academic buildings, administrative spaces and athletic fields. District staff will be provided notice of this policy through staff handbooks. District vehicles will display the international "No Smoking" insignia.

Enforcement

Disciplinary measures taken against staff for violations of this policy comply with the requirements of State law, related District policies and regulations and/or the staff negotiated agreements.

Educational Reinforcement

Tobacco use prevention education is closely coordinated with the other components of the school health program. Staff responsible for teaching tobacco use prevention education have adequate pre-service training and participate in ongoing professional development activities to effectively deliver the education program.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: April 16, 2007]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 10, 2020]
[Re-adoption date: January 10, 2022]

LEGAL REFS:
Elementary and Secondary Education Act; 20 USC 1221 et seq.
Goals 2000: Educate America Act; 20 USC 6081 through 6084
ORC 3313.20
ORC 3794.01
ORC 3794.02
ORC 3794.04
ORC 3794.06
OAC 3301-35-02
OAC 3301-35-05

CROSS REFS.: JFCG, Tobacco Use by Students
KGC, Smoking on District Property

PERSONNEL RECORDS

The Superintendent develops and implements a comprehensive and efficient system of personnel records. The Superintendent is hereby designated as the employee directly responsible for the personnel records system. The following guidelines govern such records.

1. Personnel files contain records and information relative to compensation, payroll deductions, evaluations and such information as may be required by State or Federal law or considered pertinent by the Superintendent. Anonymous material or material from an unidentified source are not placed in a staff member's file.

2. A personnel file for each employee is accurately maintained in the District office in accordance with administrative regulations incorporating the requirements set forth under the Ohio Privacy Act for the protection of employees. Employees will be notified whenever personal information concerning them is placed in their file.

3. State law requires that all public records be promptly prepared and made available for inspection to any member of the general public at all reasonable times during regular business hours. Upon request, the person directly responsible for personnel records is required to make copies available at cost, within a reasonable period of time.

4. The public has access to all records in the personnel file with the following exceptions:

   A. medical records;

   B. records pertaining to adoption, probation or parole proceedings;

   C. trial preparation records;

   D. confidential law enforcement investigatory records;

   E. Social Security number and

   F. records of which the release is prohibited by State or Federal law.

   Additional exceptions are listed in Ohio Revised Code Section 149.43.

5. The District is required to keep reports of investigations of employee misconduct in the employee's personnel file, unless the State Superintendent of Public Instruction or his/her designee determines that the report does not warrant taking action against the employee. If the State Superintendent of Public Instruction or his/her designee determines no action is warranted, the investigation report must be moved from the employee's personnel file to a separate public file.

6. Each employee has the right, upon written request, to review the contents of his/her own personnel file. If a document is not disclosed to the employee because it is determined by a physician, psychiatrist or psychologist to be likely to have an adverse effect upon the employee, the document will be released to the designated medical authority. Requests are made to the Superintendent and scheduled for a time convenient for the parties involved.

7. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and becomes part of the employee's personnel file after the appeal procedure outlined in State law. The appeal procedure permits any employee who disputes the accuracy, relevance, timeliness or completeness of information maintained in his/her file to compel the District to investigate the current status of the information.

8. Personnel records should be reviewed only within the confines of the Superintendent's office or the Board's office.

[Adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.
ORC 9.01; 9.35
111.41; 111.42; 111.43; 111.46; 111.47; 111.99
149.011; 149.41; 149.43
1347.01 et seq.
3317.061
3319.311; 3319.314
4113.23

CROSS REFS.: EHA, Data and Records Retention
KBA, Public's Right to Know

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

STAFF COMPLAINTS AND GRIEVANCES

The Board encourages the administration to develop effective means for resolving differences that may arise among employees, reducing potential areas of grievances and establishing and maintaining recognized channels of communication.

Grievance procedures should provide for prompt and equitable adjustment of differences at the lowest possible administrative level. Each employee should be assured the opportunity for an orderly presentation and review of complaints and concerns.

The procedures established for the resolution of grievances in contracts negotiated with recognized employee bargaining units apply only to "grievances" as defined in the particular contract(s).

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 4117.09; 4117.10

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

EXTENDED GROUP HEALTH COVERAGE

The Consolidated Omnibus Budget Reconciliation Act (COBRA) provides for certain employees of the District and their dependents to be allowed to purchase extended group health insurance coverage for a limited period of time following their cessation of employment with the District. The Board contracts with a plan administrator who coordinates the program and provides the notices that are necessary.

1. Initial Notices

   A. The plan administrator must give a written notice describing the extended coverage rights to all employees and spouses covered by the group health insurance plan.

   B. The plan administrator must give a written notice describing extended coverage rights to each newly covered employee and spouse at the time their group health plan coverage begins. If a covered employee marries following the effective date of this policy, it is the employee's responsibility to inform the Board. The Board informs the plan administrator, who is then responsible for providing the new spouse with the proper notice.

2. Notices Related to Event Triggering Continuation Coverage and Election by Beneficiaries

   A. The Board is responsible for notifying the plan administrator, within 30 days, of the death, separation of employment or reduction of hours (leading to less coverage) of an employee and of an employee's entitlement to Medicare benefits.

   B. The employee or beneficiary is responsible for notifying the plan administrator of the divorce or legal separation of the employee and spouse and of the termination of eligibility of a dependent child.

   C. The plan administrator must notify the affected employee and dependents of their extended coverage rights within 14 days after the plan administrator is notified of the event that could lead to loss of coverage.

   D. The employee or dependent is given a period of 60 days after this notice is given in order to elect the extended coverage and to present payment of any applicable premium costs back to the cessation of coverage.

3. Employees' and Dependents' Rights Upon Loss of Coverage

   A. The extended coverage offered to eligible employees and their dependents is the same coverage as that provided under the current group plan to "similarly situated" individuals who remain eligible for regular (i.e., nonextended) coverage.

   B. If an employee incurs a termination of employment, whether voluntary or involuntary (other than for "gross misconduct"), or a reduction of hours that results in loss of coverage, he/she will be offered the extended coverage (including extended coverage for dependents who would otherwise lose existing coverage) for up to 18 months.

   C. If an employee's spouse or children who are covered as dependents under the group health plan would lose coverage because of the death of the employee, divorce, legal separation or the employee's becoming eligible for Medicare, the spouse and children will be offered the extended coverage for up to 36 months.

   D. If an employee's dependent child who is covered by the group health plan ceases to be a dependent child under the terms of the plan and thereby loses coverage, the child must be offered extended coverage for up to 36 months.

4. Early Retirement of Coverage

   Extended coverage elected by an eligible employee or dependent is terminated before the expiration of the relevant 18- or 36-month period if the covered individual:

   A. becomes covered by another employer-sponsored group health plan as a result of employment, re-employment or remarriage;

   B. becomes covered by Medicare or

   C. fails to pay for the coverage.

5. Cost of Coverage to the Employee and/or Dependents

   A. Eligible individuals who elect extended coverage can be charged 102% of the cost of the extended coverage. The cost of the extended coverage is the cost for the same period of coverage for similarly situated employees or dependents who remain eligible for regular coverage.

   B. The health care coverage to which this policy applies includes major medical, hospitalization, surgical and dental insurance but does not include life insurance.

[Adoption date: October 21, 2019]

LEGAL REF.: Consolidated Omnibus Budget Reconciliation Act; 42 USC 300bb-1 et seq.

VERIFICATION OF EMPLOYMENT ELIGIBILITY

The Board complies with all aspects of the Immigration Reform and Control Act. The Board delegates to the Treasurer the responsibility of establishing procedures to ensure compliance with this act.

Federal law requires that all employers and employees hired after November 6, 1986, complete an Employment Eligibility Verification Form (Form I-9) provided by the U.S. Citizenship and Immigration Services. All such employees must provide documents that establish both identity and employment eligibility in order for Form I-9 to be completed and signed by both the employee and the appropriate District official.

The Form I-9 must be retained for three years or for one year past the end of the employment of an individual, whichever is longer. Such forms must be made available for inspection to the Citizenship and Immigration Services or Department of Labor officer upon request.

[Adoption date: October 21, 2019]

LEGAL REF.: Immigration Reform and Control Act; 8 USC 1324a et seq.

CROSS REFS.: AC, Nondiscrimination
GBA, Equal Opportunity Employment

DRUG-FREE WORKPLACE

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

Because of the Board's commitment to provide a safe workplace, no employee shall unlawfully manufacture, distribute, dispense, possess or use any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol or any other controlled substance, as defined in State and/or Federal law, in the workplace. The Board also prohibits the use and possession of legally acquired medical marijuana in the workplace.

"Workplace" is the site for the performance of any work done in connection with the District. The workplace includes any District building, property, vehicles or Board-approved vehicle used to transport students to and from school or school activities (at other sites off District property) or any school-sponsored or District activity, event or function, such as a field trip or athletic event in which students are under the jurisdiction of District authorities.

As a condition of employment, each employee shall notify his/her supervisor, in writing, of his/her conviction of any criminal drug statute for a violation occurring in the workplace as defined above, not later than five days after such conviction.

Employees are given a copy of the standards of conduct and the statement of disciplinary sanctions and are notified that compliance with the standards of conduct is mandatory. When the District has reasonable suspicion an employee is under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol or any other controlled substance, as defined in State and/or Federal law, the employee may be subject to testing in accordance with prescribed administrative regulations, local, State and Federal law and/or the negotiated agreement and may be considered in violation of this policy. Employees who violate the policy shall be subject to disciplinary proceedings in accordance with prescribed administrative regulations, local, State and Federal law and/or the negotiated agreement, up to and including termination. Any employee in violation of this policy may be required to participate in a drug-abuse assistance or rehabilitation program approved by the Board.

All employees are provided the opportunity to participate in a drug-free awareness program to inform them of requirements, services and penalties.

A list of local drug and alcohol counseling, rehabilitation and re-entry programs and services offered in the community is made available to employees.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: January 18, 2005]
[Re-adoption date: December 19, 2016]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Drug-Free Workplace Act of 1988; 41 USC 701 et seq.;
20 USC 3474, 1221e-3(a)(1)
Drug-Free Campus and Schools Act; 20 USC 3224(a)
ORC 3796.28
4123.01 et seq.; 4123.35; 4123.54

CROSS REFS.: EB, Safety Program
EEACD, Drug Testing for District Personnel Required to Hold a Commercial Driver's License
GBCB, Staff Conduct
GBE, Staff Health and Safety
GBQ, Criminal Records Check
Staff Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

CRIMINAL RECORDS CHECK

The Board shall request from the Superintendent of the Bureau of Criminal Investigation (BCI) criminal records checks of all candidates under final consideration for employment or appointment in the District. The BCI criminal records checks include information from the Federal Bureau of Investigation (FBI), unless the individual can demonstrate that he/she has been a resident of the state for the preceding five years and has previously been subject to a BCI check, in which case only an FBI check is required.

At the time of candidates' initial application for employment, applicants are given a separate written statement informing them that each must provide a set of fingerprint impressions as part of the criminal records check process and that the Board uses a criminal records check as part of the initial hiring process and at various times during the employment career. The Board may employ persons on the condition that the candidate submit to and pass a BCI criminal records check in accordance with State law. Any person conditionally hired who fails to pass a BCI criminal records check is released from employment.

An applicant for employment may provide a certified copy of a BCI criminal records check to the District in compliance with State law. The District may accept this criminal records check in place of its own records check if the date of acceptance by the District is within one year after the date of issuance by the BCI.

State law requires subsequent criminal records checks every five years for all school employees except bus drivers. For currently employed bus drivers, a new report is required every six years.

Any and all information obtained by the Board or persons under this policy is confidential and shall not be released or disseminated. Criminal records checks are not public records for purposes of the Public Records Law. Any applicant not hired because of information received from the records check shall be assured that all records pertaining to such information are destroyed.

In accordance with State law, the District may require additional background checks for any applicant for employment or a prospective volunteer.

Volunteers

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time.

Contractors

Criminal records checks are required for contractors who meet the following four criteria: (1) the contractor is an employee of a private company under contract with the District to provide

"essential school services"; (2) the contractor works in a position involving routine interaction with a child or regular responsibility for the care, custody or control of a child; (3) the contractor is not licensed by the Ohio Department of Education and (4) the contractor is not a bus driver.

[Adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]
[Re-adoption date: January 10, 2022]

LEGAL REFS:
ORC 109.57
ORC 109.572
ORC 109.575
ORC 109.576
ORC 2953.32
ORC 3301.074
ORC 3314.19
ORC 3314.41
ORC 3319.088
ORC 3319.089
ORC 3319.22
ORC 3319.222
ORC 3319.29
ORC 3319.291
ORC 3319.303
ORC 3319.311
ORC 3319.313
ORC 3319.315
ORC 3319.39
ORC 3319.391
ORC 3319.392
ORC 3319.393
ORC 3327.10
OAC 3301-83-06

CROSS REFS.: EEAC, School Bus Safety Program
GBL, Personnel Records
GCBB, Professional Staff Supplemental Contracts
GCD, Professional Staff Hiring
GCPD, Suspension and Termination of Professional Staff Members
GDBB, Support Staff Pupil Activity Contracts
GDD, Support Staff Hiring
GDPD, Suspension, Demotion and Termination of Support Staff Members
IIC, Community Instructional Resources (Also KF)
IICC, School Volunteers
KBA, Public's Right to Know
LEA, Student Teaching and Internships

FAMILY AND MEDICAL LEAVE

The Board provides leave to eligible employees consistent with the Family Medical Leave Act (FMLA). Eligible employees are entitled to up to 12 workweeks (or 26 workweeks to care for a covered service member) of unpaid family and medical leave in a 12-month period. The Board continues to pay the District's share of the employee's health benefits during the leave. In addition, the District reinstates the employee to the same or an equivalent position after the employee's return from leave.

In complying with the FMLA, the District adheres to the requirements of applicable State and Federal law.

Additional information is contained in the regulations which follow this policy.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Family and Medical Leave Act of 1993; 29 USC 2601 et seq.; 29 CFR Part 825
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.
ORC 124.38 (for city districts only)
3319.13; 3319.141

CROSS REFS.: GCBD, Certificated Staff Leaves and Absences
GDBD, Classified Staff Leaves and Absences

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

FAMILY AND MEDICAL LEAVE

Eligibility

An employee who has worked for the District for at least 12 months and who has worked at least 1,250 hours in the 12 months preceding the beginning of the leave is eligible for leave under the Family and Medical Leave Act (FMLA). The 12 months an employee must have been employed by the District do not need to be consecutive months. The 1,250 hours of service do not include vacation leave, sick leave, holidays or other paid leaves of absences. However, an employee returning from fulfilling his/her Uniformed Services Employment and Reemployment Rights Act (USERRA) covered service obligation shall be credited with the hours of service that would have been performed but for the period of military service in determining whether the employee worked the 1,250 hours of service.

Leave Entitlement

An eligible employee is allowed to take up to 12 workweeks of leave during a 12-month period. The District has chosen the following method to determine the 12-month period in which the 12 workweeks of leave entitlement occurs: a "rolling" 12-month period measured backward from the date any employee uses any FMLA leave

An employee may be eligible for 26 workweeks of FMLA leave during a single 12-month period to care for a covered servicemember with a serious injury or illness. The District will determine the "single 12-month period" using the 12-month period measured forward from the date an employee's first FMLA leave to care for the covered servicemember begins.

Types of Leave

An eligible employee may take FMLA leave for the following purposes:

1. birth and care of a newborn child;

2. placement with an employee of a son or daughter for adoption or foster care;

3. care for a spouse, child or parent with a serious health condition. An employee may not take FMLA leave to care for a parent-in-law;

4. recovery from a serious health condition that keeps the employee from performing the essential functions of his/her job;

5. to respond to a "qualifying exigency" that arises because a spouse, child or parent is a military member on covered active duty or

6. to care for a covered servicemember with a serious injury or illness if the employee is the spouse, son, daughter, parent or next of kin of the covered servicemember.

The District requires eligible employees to use any accrued and unused paid vacation, personal or sick leave concurrently with unpaid FMLA leave.

An employer cannot compel an employee to use, nor may an employee elect to use, accrued medical/sick leave in any situation for which the leave could not normally be used.

Spouses Employed by the District

If spouses eligible for leave are both employed by the District, their combined amount of leave for birth, adoption, foster care placement and parental illness may be limited to 12 weeks. If spouses eligible for leave are employed by the District, their combined amount of leave to care for a covered servicemember is limited to 26 weeks.

Intermittent and Reduced Leave

FMLA leave may be taken intermittently or on a reduced leave schedule under certain circumstances. Intermittent leave is leave taken in separate blocks of time due to a single qualifying reason.

Reduced leave is a leave schedule that reduces the employee's usual number of hours per workweek or hours per workday.

Intermittent or reduced leave is available for the employee's own serious health condition; to care for a parent, spouse, son or daughter with a serious health condition; to care for a covered servicemember's serious injury or illness or for leave taken due to a qualifying exigency. Such leave may be used for the birth or adoption/placement of a child only if the Board agrees.

If an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to unduly disrupt the employer's operations.

If the employee needs intermittent leave or leave on a reduced schedule that is foreseeable, the Superintendent may require the employee to temporarily transfer during the period that the intermittent or reduced leave schedule is required to an available position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position.

If an eligible instructional employee (i.e., those whose principal function is to teach and instruct students in a class, a small group or an individual setting) needs intermittent leave or leave on a reduced leave schedule due to foreseeable medical treatments, and the employee would be on leave for more than 20% of the total number of working days over the period the leave would extend, the District may require the employee either to:

1. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment or

2. transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

Benefits

The Board maintains the employee's health coverage under the group health insurance plan during the period of FMLA leave on the same conditions as coverage would have been provided if the employee had been continuously employed during the entire leave period. Prior to the beginning of the FMLA leave, the employee should make arrangements with the Treasurer to pay the employee's share of health insurance.

An employee may, but is not entitled to, accrue any additional benefits or seniority during unpaid FMLA leave. Benefits accrued at the time leave began (e.g., paid vacation, sick or personal leave to the extent not substituted for unpaid FMLA leave), however, must be available to an employee upon return from leave.

The Board is entitled to recover health care premiums paid during the leave if the employee fails to return from leave. Recovery cannot occur if the employee fails to return because of the continuation, recurrence or onset of a serious health condition or due to circumstances beyond the control of the employee.

Notice

When the FMLA leave is foreseeable, the employee must notify the Superintendent at least 30 days prior to the date when the leave is to begin. If the leave is not foreseeable, the employee must give notice as early as is practical. An employee shall provide at least verbal notice sufficient to make the District aware that the employee needs FMLA-qualifying leave, and the anticipated timing and duration of the leave.

The Board may deny the leave if the employee does not meet the notice requirements.

Certification

The Board may require the employee to provide a complete and sufficient certification from a health care provider containing specific information if he/she requests a medical leave. If there is a question concerning the validity of such certification, a second and, if necessary, a third opinion can be required, both at the expense of the District.

Upon the employee's return to work from FMLA leave occasioned by the employee's own serious health condition, the Board may require that the employee present a fitness statement from the employee's health care provider certifying that the employee is able to return to work.

Reinstatement

When the employee returns from the leave, the Board reinstates the employee to the same or an equivalent position with equivalent benefits, pay, terms and conditions of employment. An employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the FMLA leave period.

Instructional Employees

Special leave rules apply to instructional employees. Instructional employees are those employees whose principal function is to teach and instruct students in a small group, or in an individual setting. This term includes teachers, athletic coaches, driving instructors and special education assistants such as signers for the hearing impaired. It does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists or curriculum specialists. It also does not include cafeteria workers, maintenance workers or bus drivers.

The following limitations also apply to instructional employees who take leave near the end of a semester for purposes other than the employee's own serious health condition.

1. When an instructional employee begins leave more than five weeks before the end of a semester, the Board may require the employee to continue taking leave until the end of the semester if the leave will last at least three weeks and the employee would return to work during the three-week period before the end of the semester.

2. When an instructional employee begins leave less than five weeks before the end of a semester, the Board may require the employee to continue taking leave until the end of the semester if the leave will last more than two weeks and the employee would return to work during the two-week period before the end of the semester.

3. When an instructional employee begins leave less than three weeks before the end of a semester and the leave lasts more than five working days, the Board may require the employee to continue taking leave until the end of the semester.

In all cases, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the Board is not counted as FMLA leave. However, the Board is required to maintain the employee's group health insurance and restore the employee to the same or equivalent job upon the conclusion of the leave.

(Approval date: July 31, 1995)
(Re-approval date: December 30, 2002)
(Re-approval date: February 17, 2009)
(Re-approval date: April 21, 2014)
(Re-approval date: September 21, 2015)
(Re-approval date: October 21, 2019)

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) grants individuals the right to receive notice of the uses and disclosures of their protected health information that may be made by the District, and sets forth the individual's rights and the District's legal obligations with respect to protected health information. The purpose of this policy is to assist the District in complying with the HIPAA privacy standards, to ensure that individuals receive adequate notice of the District's practices with regard to the dissemination and use of protected health information, and to protect the confidentiality and integrity of protected health information.

Confidentiality of Individually Identifiable Health Information

All officers, employees and agents of the District must preserve the confidentiality and integrity of individually identifiable health information pertaining to any individual. Individually identifiable health information is protected health information and shall be safeguarded to the extent possible in compliance with the requirements of the security and privacy rules and standards established by HIPAA.

The District and its employees will not use or disclose an individual's protected health information for any purpose without the properly documented consent or authorization of the individual or his/her authorized representative unless required or authorized to do so under State or Federal law or this policy, unless an emergency exists or unless the information has been sufficiently de-identified that the recipient of the information would be unable to link the information to a specific individual.

Prior to releasing any protected health information for the purposes set forth above, the District representative disclosing the information shall verify the identity and authority of the individual to whom disclosure is made. This verification may include the examination of official documents, badges, driver's licenses, workplace identity cards, credentials or other relevant forms of identification or verification.

All employees of the District are expected to comply with and cooperate fully with the administration of this policy. The District will not tolerate any violation of the HIPAA privacy or security standards or this policy. Any such violation constitutes grounds for disciplinary action, up to and including termination of employment.

Any employee of the District who believes that there has been a breach of these privacy and security policies and procedures or a breach of the integrity or confidentiality of any person's protected health information shall immediately report such breach to his/her immediate supervisor or the Board-appointed privacy/security officer. The privacy/security officer shall conduct a thorough and confidential investigation of any reported breach and notify the complainant of the results of the investigation and any corrective action taken.

The District will not retaliate or permit reprisals against any employee who reports a breach to the integrity or confidentiality of protected health information. Any employee involved in retaliatory behavior or reprisals against another individual for reporting an infraction of this policy is subject to disciplinary action up to and including termination of employment.

Following the discovery of a breach of unsecured health information, the privacy/security officer will notify each individual whose unsecured protected health information has been, or is reasonably believed to have been accessed, acquired, used or disclosed as a result of a breach. Any individual responsible for the unauthorized use or disclosure is referred to the Superintendent or his/her designee for appropriate disciplinary measures.

Privacy/Security Officer

The Treasurer shall be the privacy/security officer for the District. The privacy/security officer is responsible for overseeing all ongoing activities related to the development, implementation, maintenance and adherence to the District's policies and procedures concerning the security and privacy of protected health information.

Notice

The District shall distribute a Notice of Privacy Practices to individuals at the time of their enrollment in the health plan and within 60 days of any material revision. The notice shall also be posted in a clear and prominent location in each facility in the District and be printed in staff handbooks and the health plan booklet. The District will also notify individuals covered by the health plan of the availability of and how to obtain the notice at least once every three years.

Training

All employees shall receive training regarding the District's privacy policies and procedures as necessary and appropriate to carry out their job duties. Training shall also be provided when there is a material change in the District's privacy practices or procedures.

Documentation

Documentation shall be required in support of the policies and procedures of the District and all other parts of the HIPAA privacy regulations that directly require documentation, including, but not limited to, all authorizations and revocations of authorizations, complaints and disposition of complaints. All documentation is kept in written or electronic form for a period of six years from the date of creation or from the date when it was last in effect, whichever is later.

[Adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.
45 C.F.R.
ORC 9.01; 9.35
149.41; 149.43
1347.01 et seq.
4113.23

CROSS REF.: KBA, Public's Right to Know

CERTIFICATED STAFF POSITIONS

All certificated staff positions are created only with the approval of the Board. It is the Board's intent to maintain a sufficient number of positions to accomplish its goals and objectives.

Before any new position is established, the Superintendent presents for the Board's approval a job description for the position.

Although a position may remain temporarily vacant or the number of persons holding the same type of position may be reduced in the event of staff reductions, only the Board may abolish a position that it has created.

The Superintendent keeps all job descriptions current and presents recommended changes to the Board for approval.

[Adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3319.02; 3319.03; 3319.09; 3319.10; 3319.22
4117.01
OAC 3301-35-01; 3301-35-03

CERTIFICATED STAFF CONTRACTS AND COMPENSATION PLANS
(Teachers)

The Board believes that a fair teacher compensation plan, which includes an adequate base salary, increments and employee benefits, is necessary to attract and retain properly certificated or licensed men and women to provide a quality educational program.

As required by law, notice of annual salary is given to each certificated/licensed employee by July 1.

Teacher Contracts

Written contracts of employment are issued to all certificated/licensed teaching personnel. Contracts are by and between the staff member and the Board

The Superintendent's recommendation is considered in all contracts pertaining to certificated/ licensed individuals.

[Adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: April 21, 2014]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.53
3317.13; 3317.14
3319.07; 3319.08; 3319.09; 3319.10; 3319.11; 3319.111; 3319.12; 3319.22; 3319.227; 3319.24; 3319.26

CROSS REFS.: GCBB, Certificated Staff Supplemental Contracts
GCBD, Certificated Staff Leaves and Absences
GCBE, Certificated Staff Vacations and Holidays

CONTRACT REF.: Teachers' Negotiated Agreement

CERTIFICATED STAFF CONTRACTS AND COMPENSATION PLANS
(Administrators)

Fair compensation plans are necessary in order to attract and retain properly certificated or licensed administrators to provide and manage a quality educational program.

The Board may establish a salary schedule for its administrators, with the exception that the salary of the Superintendent is usually determined by the employee contract. Notice of annual salary is given to each administrator by July 1.

All administrators shall be issued written limited contracts. The contract specifies the administrative position and duties, the salary and other compensation to be paid for performance of such duties, the number of days to be worked, the number of days of vacation leave and any paid holidays in the contractual year.

The term of the administrator's contract will not exceed three years, except that an individual who has been employed as an administrator for three years or more shall be entitled to receive a contract of not fewer than two nor more than five years. The Superintendent may recommend employment of an individual who has served as an administrator in the District for three years or more under a one-year administrative contract once during such individual's administrative career in the District.

An administrator who has earned teacher tenure in the District retains such status while serving as administrator. Any administrator who previously obtained teacher tenure in another district achieves teacher tenure in the District after re-employment with two or more years' experience as an administrator in the District.

The Superintendent's recommendation is considered in all contract renewals. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed and a written copy is given to the administrator no later than the end of the administrator's contract year as defined by his/her salary notice.

In the year an administrator's contract does expire, two evaluations are completed: one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to any Board action on the employee's contract, and a written copy of the preliminary evaluation is given to the administrator at this time.

The final evaluation includes the Superintendent's intended recommendation for the employee's contract. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. If the Board fails to take action on the expiring contract, then the administrator is renewed. If the administrator has been in the District for two years or less, he/she will receive a one-year contract. If the administrator has been in the District three years or more, he/she will receive a two-year contract.

Before June 1, any administrator whose contract expires at the end of the school year is notified by the Board of the date on which the contract expires and of the individual's right to request a meeting with the Board in executive session to discuss the reasons for considering renewal or nonrenewal of his/her contract. Also prior to June 1 of the year in which the employment contract expires, any administrator whom the Board intends to nonrenew receives written notification of the Board's intent not to re-employ.

The Board may request an alternative administrative license valid for employing a superintendent or any other administrator, consistent with State law.

[Adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: April 21, 2014]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3319.01; 3319.02; 3319.111; 3319.12; 3319.27
4117.01
OAC 3301-24-11; 3301-24-12

CROSS REFS.: GCBB, Certificated Staff Supplemental Contracts
GCBD, Certificated Staff Leaves and Absences
GCBE, Certificated Staff Vacations and Holidays

CERTIFICATED STAFF SUPPLEMENTAL CONTRACTS

Certain positions assigned to certificated staff members may require extra responsibility or extra time beyond that required of all certificated staff members. When the Board and administration determine the need, qualified staff selected for such positions are provided supplemental contracts and additional compensation.

The Board approves the positions and the compensation for these assignments. Supplemental contracts for such assignments are awarded by the Board upon the recommendation of the Superintendent.

Supplemental contracts are limited contracts given for terms not to exceed one year. Supplemental contracts expire automatically at the end of their terms, with or without Board action.

The Board directs the Superintendent/designee to identify those supplemental contract positions that supervise, direct or coach student activity programs that involve athletic, routine/regular physical activity or have health and safety considerations. Individuals accepting these contract positions must complete the requirements established by the Ohio Department of Education and State law.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: April 15, 2013]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.53; 3313.539
3319.08; 3319.11; 3319.111; 3319.303; 3319.39
3707.52
OAC 3301-20-01; 3301-27-01

CROSS REFS.: GBQ, Criminal Records Check
GCB, Certificated Staff Contracts and Compensation Plans
GDBB, Classified Staff Pupil Activity Contracts
IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics

CONTRACT REF.: Teachers' Negotiated Agreement

CERTIFICATED STAFF LEAVES AND ABSENCES

A leave of absence is a period of extended absence from duty by a staff member for which written request has been made and formal approval has been granted by the Board. The Board provides a plan for considering leaves and absences for its staff members in accordance with State and Federal law and Board policies.

Compensation, if any, during leaves of absence depends upon the type of leave. Deductions are made in salaries for absence in accordance with regulations developed by the administration and approved by the Board.

Depending on the type of leave and when the group insurance policy permits, an employee may continue to participate in Board-approved insurance programs, provided that the employee pays the entire premium for these benefits.

A staff member terminates his/her affiliation with the Board if, at the expiration of the specified period of leave, he/she declines the position that is offered to him/her. Assuming his/her contract has not expired during a leave of absence, an employee holds the same contract status upon returning to duty as was held on the date on which the leave began.

Administrators will have leave and absence privileges at least equal to those provided teachers through negotiations.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2601 et seq.
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.
ORC 124.38
3313.211
3319.08; 3319.09; 3319.13; 3319.131; 3319.14; 3319.141; 3319.143

CROSS REFS.: GBR, Family and Medical Leave
GCB, Certificated Staff Contracts and Compensation Plans

CONTRACT REFS.: Teachers' Negotiated Agreement
Employee Handbook

Warren Local School District, Vincent, Ohio

CERTIFICATED STAFF VACATIONS AND HOLIDAYS

Vacations

Administrative personnel employed on a 12-month basis receive vacations during the contract year as specified in their individual contracts.

A written request for vacation is submitted to the Superintendent for approval. Vacations are allowed, provided they do not hinder the operation of the schools.

Holidays

The school calendar, as adopted by the Board, establishes the school recess periods and holidays for all administrators employed on a school-year basis.

Except as holidays have been declared for the District or vacation days have been scheduled, all certificated staff members employed on a 12-month basis (260 workdays per year) are expected to work during the recess periods of the school year.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: August 15, 2011]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.20; 3313.63

CROSS REF.: GCB, Certificated Staff Contracts and Compensation Plans

CERTIFICATED STAFF RECRUITING

Because the quality of the staff hired by the Board is the major component of an effective, productive educational program, the Board and the administration of the District make efforts to attract and retain qualified personnel.

The Board expects the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the District and the individual schools and to recruit the best qualified candidates to recommend for employment.

Recruitment procedures include posting all openings so that the talents and potential of individuals already employed by the school system are not overlooked. Any current employee may apply for any position for which he/she has certification and meets other stated requirements. All candidates shall be considered on the basis of their merits, qualifications and the needs of the District.

The appropriate building administrator is expected to be involved in recruiting and interviewing. The Superintendent's recommendation reflects, although not necessarily concurs with, that administrator's appraisal of the candidate's qualifications.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REF.: OAC 3301-35-03

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment

PROFESSIONAL STAFF HIRING

The Superintendent determines the District's personnel needs and recommends to the Board properly certified, licensed or registered candidates for employment. Through recruiting and evaluation procedures, the Superintendent recruits and recommends to the Board the employment and retention of personnel.

It is the duty of the Superintendent to see that persons nominated for employment in the schools meet all certification/licensure/registration requirements and the requirements of the Board for the type of position for which the nomination is made.

The following guidelines are used in the selection of personnel.

1. There is no unlawful discrimination in the hiring process.

2. The quality of instruction is enhanced by a staff with widely varied backgrounds, educational preparation and previous experience. Concerted efforts are made to maintain a variation in the staff.

3. Interviewing and selection procedures ensure that the administrator who is directly responsible for the work of a staff member has an opportunity to aid in the selection process. The final recommendation to the Board is made by the Superintendent or by another individual designated by the Board in the event that the Superintendent's nomination of a teacher would create an unlawful interest in a public contract.

4. No candidate is hired without an interview and a criminal records check.

5. All candidates are considered on the basis of their merits, qualifications and the needs of the District. In each instance, the Superintendent and others having a role in the selection process seek to recommend the best qualified applicant for the job.

6. All candidates for teaching positions must be properly certified or licensed.

7. No candidate is hired prior to the District consulting the educator profile database maintained on the Ohio Department of Education's (ODE) website. After consulting the educator profile database, the District also may consult the office of professional conduct within ODE and/or consult any prior education-related employer of the candidate in accordance with State law.

While the Board may accept or reject a nomination, an appointment is valid only if made with the recommendation of the Superintendent or by another individual designated by the Board in the event that the Superintendent's nomination of a teacher would create an unlawful interest in a public contract. In the case of a rejection, it is the duty of the Superintendent to make another nomination.

Employment of Retired Administrators

The Board recognizes that recruiting and retaining properly certified or licensed administrative personnel has become increasingly difficult in Ohio's competitive marketplace. Therefore, the Board will, under appropriate circumstances, offer to enter into administrative employment agreements with qualified retired administrators whenever practical and when such action appears to be in the best interests of the District. Retired administrators may be employed as administrators on a part-time or full-time basis.

For purposes of this policy, a "retired administrator" is an individual who has retired pursuant to STRS or SERS rules and regulations.

The Board authorizes and directs the Superintendent to develop administrative regulations to implement this policy at the soonest practicable time.

Rehiring of Retirees

If an employee is retiring and seeks re-employment in the same position, then public notice must be given 60 days prior to the date re-employment is to begin. The notice must state that the person is or will be retired and is seeking re-employment in the District. The notice must include the time, date and location of a public meeting, which must take place 15 to 30 days prior to employment.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]
[Re-adoption date: June 21, 2021]
[Re-adoption date: January 10, 2022]

LEGAL REFS.:

The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 2921.42
3307.01
3307.353
3313.53
3319.02
3319.07
3319.074
3319.08
3319.088
3319.11
3319.22 through 3319.31
3319.318

3319.39
3319.393
3323.06
OAC 3301-35-05
3301-35-06
3307.1-13-03

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
GBQ, Criminal Records Check
GDD, Support Staff Hiring

CERTIFICATED STAFF DEVELOPMENT OPPORTUNITIES

Certificated staff members are encouraged to pursue and are provided with opportunities for the development of increased competencies beyond those that they may attain through the performance of their assigned duties and assistance from supervisors.

Opportunities for professional growth are provided through such means as:

1. planned in-service programs and workshops offered within the District from time to time;

2. released time for visits to other classrooms and schools and for attendance at conferences, workshops and other professional meetings and

3. leaves of absence for advanced educational training.

The Superintendent has the authority to approve released time for conferences and visitations and reimbursements for expenses, provided that such activities are within budget allocations for that purpose.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.20
3315.07
3319.131
OAC 3301-35-03

CROSS REFS.: DLC, Expense Reimbursements
GCBD, Certificated Staff Leaves and Absences

CONTRACT REF.: Teachers' Negotiated Agreement

EVALUATION OF CERTIFICATED STAFF
(Ohio Teacher Evaluation System)

A determination of the efficiency and effectiveness of the teaching staff is a critical factor in the overall operation of the District. The Board evaluates teachers in accordance with State law and the standards-based statewide teacher evaluation framework adopted by the State Board of Education (SBOE).

Notwithstanding Ohio Revised Code Section (RC) 3319.09, this policy applies to any person employed under a teacher license issued under RC 3319, or under a professional or permanent teacher's certificate issued under former RC 3319.222, and who spends at least 50% of the time employed providing content-related student instruction. This teacher evaluation policy does not apply to substitute teachers or instructors of adult education.

The Board directs the Superintendent/designee to implement this policy in accordance with State law. This policy has been developed in consultation with teachers employed by the Board. This policy becomes effective at the expiration of any collective bargaining agreement covering teachers employed by the Board that was in effect on November 2, 2018 and must be included in any renewal or extension.

The District will follow policies and procedures in place during the 2019-2020 school year for the 2020-2021 school year and will implement this policy beginning with the 2021-2022 school year.

Credentialed Evaluators

Evaluations carried out under this policy are conducted by persons holding evaluator credentials established by the Ohio Department of Education (ODE).

Final Holistic Rating and Evaluation Cycle

Teachers are assigned a final holistic rating of Accomplished, Skilled, Developing or Ineffective. This rating will be based on a combination of informal and formal observations and supporting evidence using the Teacher Evaluation Rubric.

Annually, the Board submits to the ODE the number of teachers assigned a final holistic rating, aggregated by the teacher preparation programs from which, and the years in which, the teachers graduated. The name of, or any personally identifiable information about, any teacher reported in compliance with this provision cannot be required.

The full evaluation cycle includes:

- Professional Growth/Improvement Plan;
- One formal holistic observation, followed by a conference;
- At least two classroom walkthroughs – with an emphasis on identified focus area(s) when applicable;
- One formal focused observation – with an emphasis on identified focus area(s) and
- One final summative conference.

The teacher performance measure of the evaluation cycle is aligned with the following Ohio Standards for the Teaching Profession:

- Understand student learning and development, respect student diversity and hold high expectations for all students to achieve and progress at high levels;
- Understand the content areas for which they have instructional responsibility;
- Understand and use varied assessments to inform instruction and evaluate and ensure student learning;
- Plan and deliver effective instruction that advances the learning of each student;
- Create learning environments that promote high levels of learning and achievement for all students;
- Collaborate and communicate with students, parents, other teachers, administrators and the community to support student learning and
- Assume responsibility for professional growth and performance as an individual and as a member of a learning community.

The Superintendent/designee selects/develops evaluation tools to calculate teacher performance. The Board directs the Superintendent/designee to develop procedures for these evaluation tools.

Teachers, who are on limited or extended limited contracts pursuant to State law and under consideration for nonrenewal, receive at least three formal observations during the evaluation cycle.

All teacher evaluations are completed by May 1. Teachers evaluated under this policy are provided with a written copy of their evaluation results by May 10.

The Board evaluates teachers receiving effectiveness ratings of Accomplished on those teachers' most recent evaluations every three years, provided the teacher submits a self-directed Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. Such evaluations are completed by May 1 of the evaluation year. Teachers evaluated on this basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

The Board evaluates teachers receiving effectiveness ratings of Skilled on those teachers' most recent evaluations every two years, provided the teacher and evaluator jointly develop a Professional Growth Plan and the evaluator determines the teacher is making progress on that plan. Biennial evaluations conducted under this policy are completed by May 1 of the evaluation year. Teachers evaluated on a biennial basis are provided a written copy of their evaluation results by May 10 of the evaluation year. In years when an evaluation will not take place, one observation is carried out and at least one conference with the teacher is held.

High-Quality Student Data

High-quality student data (HQSD) is used to guide instructional decisions and meet student learning needs. HQSD used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- Align to learning standards;
- Measure what is intended to be measured;
- Be attributable to a specific teacher for course(s) and grade level(s) taught;
- Demonstrate evidence of student learning (achievement and/or growth);
- Follow protocols for administration and scoring;
- Provide trustworthy results and
- Not offend or be driven by bias.

AND the teachers must use the data generated from the HQSD data instrument by:

- Critically reflecting upon and analyzing available data, using the information as part of an ongoing cycle of support for student learning;
- Considering student learning needs and styles, identifying the strengths and weaknesses of an entire class, as well as individual students;
- Informing instruction and adapting instruction to meet student need based upon the information gained from the data analysis and
- Measuring student learning (achievement and/or growth) and progress towards achieving state and local standards.

Evaluations use at least two measures of HQSD to provide evidence of student learning attributable to the teacher being evaluated when required.

When applicable to the grade level or subject area taught by a teacher, HQSD includes the value-added progress dimension established under RC 3302.021, except when otherwise prohibited by law.

HQSD may be used as evidence in any component of the evaluation where applicable.

Data from ODE vendor approved assessments may be considered HQSD.

The use of shared attribution measures or student learning objectives is prohibited.

Professional Growth and Improvement Plans

Each teacher must develop a Professional Growth or Improvement Plan based on the results of their most recent evaluation. These plans are to be developed annually and must be based on the results of the evaluation and aligned to any existing district or building improvement plan.

Teachers with a final holistic rating of Accomplished must develop a self-directed Professional Growth Plan.

Teachers with a final holistic rating of Skilled must develop a Professional Growth Plan working jointly with the credentialed evaluator.

Teachers with a final holistic rating of Developing must develop a Professional Growth Plan that is guided by their assigned credentialed evaluators.

Teachers with a final summative rating of Ineffective will be placed on an Improvement Plan developed by the assigned credentialed evaluators.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions. The Board adopts procedures for use in making retention and promotion decisions based on evaluation results.

Seniority shall not be the basis for making retention decisions, except when choosing between teachers who have comparable evaluations.

Poorly Performing Teachers

The Board uses evaluation results for removing poorly performing teachers. The Board adopts procedures for removing poorly performing teachers based on evaluation results.

Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: July 1, 2013]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 16, 2021]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3319.11; 3319.111; 3319.112; 3319.16; 3319.61
Chapter 4117
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records
GCB, Professional Staff Contracts and Compensation Plans
GCL, Professional Staff Development Opportunities

CONTRACT REF.: Teachers' Negotiated Agreement

EVALUATION OF PROFESSIONAL STAFF
(ADMINISTRATORS BOTH PROFESSIONAL AND SUPPORT)

The Superintendent institutes and maintains a comprehensive program for the evaluation of administrative personnel. Administrative personnel are all persons issued contracts in accordance with the Ohio Revised Code (RC). Evaluations should assist administrators in developing their professional abilities in order to increase the effectiveness of District management.

The purpose of administrator evaluations is to assess the performance of administrators, to provide information upon which to base employment and personnel decisions and to comply with State law. All administrators are evaluated annually. In the year an administrator's contract does not expire, the evaluation is completed by the end of the contract year, and a copy is given to the administrator.

In the year an administrator's contract does expire, two evaluations are completed, one preliminary and one final. The preliminary evaluation is conducted at least 60 days prior to June 1 and prior to any Board action on the employee's contract. A written copy of the preliminary evaluation is given to the administrator at this time. Evaluations are considered by the Board in determining whether to re-employ administrators.

The final evaluation includes the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

The evaluation measures the administrator's effectiveness in performing the duties included in his/her written job description and the specific objectives and plans developed in consultation with the Superintendent.

Evaluation criteria for each position are in written form and are made available to the administrator. The results of the evaluations are kept in personnel records maintained in the central office. The evaluated administrator has the right to attach a memorandum to the written evaluation. Evaluation documents, as well as information relating thereto, are accessible to each evaluatee and/or his/her representative.

This evaluation procedure does not create an expectancy of continued employment. Nothing contained herein prevents the Board from making any final determination regarding the renewal or nonrenewal of an administrator's contract.

Ohio Principal Evaluation System (OPES)

Principals and assistant principals are evaluated in accordance with the statutory administrator evaluation requirements of RC 3319.02 and the State Board of Education (SBOE) adopted Ohio Principal Evaluation System (OPES) 2.0 Framework aligned with the Ohio Standards for Principals (2018) adopted under State Law

Using multiple factors set forth in the OPES 2.0 Framework, principals and assistant principals will receive a final holistic rating of Accomplished, Skilled, Developing or Ineffective. This rating will be based on a combination of observations and supporting evidence using the administrator performance evaluation rubric.

Essential Components

Essential components of the evaluation process consist of the development of a professional growth or improvement plan, two formal observations of at least 30 minutes each, walk-throughs and a final summative conference.

Professional Growth and Improvement Plans

A professional growth or improvement plan will be developed annually with each administrator and be based upon the results of previous evaluations available within the District and aligned to an existing building or District continuous improvement plan and/or goals. The District has discretion to place an administrator on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

High-Quality Student Data

The evaluation uses at least two measures of District-determined high-quality student data (HQSD) to provide evidence of student learning attributable to the administrator, the data may be used as evidence in any component of the evaluation, where applicable. When applicable, the value-added progress dimension must be included as one of the measures of HQSD.

The high-quality student data instrument used must be rigorously reviewed by locally determined experts in the field of education to meet all of the following criteria:

- align to learning standards;
- measure what is intended to be measured;
- be attributable to the administrator;
- demonstrate evidence of student learning (achievement and/or growth);
- follow protocols for administration and scoring;
- provide trustworthy results;
- not offend or be driven by bias.

AND the HQSD must be used by the administrator to:

- measure student learning (achievement and/or growth) and progress toward achieving State and local standards;
- facilitate the critical reflection and analysis of HQSD as part of an ongoing cycle of support for improving student learning and enhancing educator professional practice;
- ensure each student's learning needs and styles, as well as strengths and weaknesses of an entire class, subject or grade level, are addressed through instruction.

Timelines and Additional Considerations

Each administrator subject to OPES must be evaluated annually and receive a written report of the evaluation. The administrator must have at least a preliminary evaluation and at least a final evaluation in any school year the administrator's contract is due to expire. A written copy of the preliminary evaluation shall be provided to the administrator at least 60 days prior to any Board action on the contract of employment. This written copy of the first formal observation, signed by the evaluator, shall serve as the preliminary evaluation to meet the requirements of State law. The final evaluation (second formal observation) shall include a recommendation to the Board regarding a contract of employment for the administrator. A written copy of the evaluation must be provided to the administrator at least five days prior to the Board acting to renew or nonrenew the contract.

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date: July 31, 1995]
[Re-adoption date: October 16, 2000]
[Re-adoption date: December 30, 2002]
[Re-adoption date: July 1, 2013]
[Re-adoption date: October 21, 2019]
[Re-adoption date: January 10, 2022]

LEGAL REFS: Ohio Standards for Principals (2018)
ORC 3319.02
ORC 3319.03
ORC 3319.04
ORC 3319.111
ORC 3319.16
ORC 3319.17
ORC 3319.171
ORC 3319.22
OAC 3301-35-05

CROSS REFS.: AF, Commitment to Accomplishment
GBL, Personnel Records

EVALUATION OF CERTIFICATED STAFF
(Administrators Both Certificated and Classified)

To assist administrators in the development of their professional abilities, to provide information for employment decisions and to comply with mandates of State law, the following procedures are employed by the Superintendent/designee in evaluating administrative personnel.

1. An initial meeting is held by the Superintendent prior to the school year with the assistant superintendents and administrators to discuss specific measurable objectives and plans for their achievement. A statement of these objectives and plans is submitted by each administrator to the Superintendent/designee at a time specified. These objectives and plans are written and maintained in each administrator's personnel file.

2. The evaluator employs the evaluation criteria, which are designed to measure the administrator's effectiveness in performing the duties set forth in his/her written job description. All administrators will be evaluated prior to the end of their contract year. The evaluator will also assess the administrator's progress in meeting plans and objectives set for that school year. Areas of outstanding, satisfactory and poor performance will be noted. The Superintendent/designee will meet with each administrator to discuss the written evaluation. The evaluatee is given a copy of the evaluation and has an opportunity to discuss it with the evaluator at this second meeting.

3. An ongoing dialogue concerning the administrator's objectives will continue and the evaluator and evaluatee will meet as needed or requested.

4. For those employees whose contracts are expiring at the end of the current school year, two evaluations must be completed. A written copy of the preliminary evaluation must be received by the employee at least 60 days prior to any Board action on the employee's contract. A final evaluation must include the Superintendent's intended recommendation for the contract of the employee. A written copy of the final evaluation must be provided to the employee at least five days prior to the Board's action to renew or nonrenew the employee's contract.

5. The employee may request a meeting with the Board prior to any Board action on his/her contract. The employee may have a representative of his/her choice at the meeting.

6. Assistant superintendents, business managers, principals, assistant principals and other administrators are automatically re-employed for a period of one year, or for two years if such person has been employed by the District for three or more years, if they are not evaluated according to State law or provided a meeting, if requested, to discuss their renewal or nonrenewal.

7. All evaluation criteria, procedures and written job descriptions are reviewed annually by the Superintendent/designee and revised as necessary.

(Approval date: July 31, 1995)
(Re-approval date: October 16, 2000)
(Re-approval date: December 30, 2002)
(Re-approval date: July 1, 2013)
(Re-approval date: October 21, 2019)

EVALUATION OF SCHOOL COUNSELORS

Professional school counselors offer students access to high-quality services that support students' academic, career and social/emotional development. The Board evaluates school counselors in accordance with State law and the standards-based statewide counselor evaluation framework adopted by the State Board of Education (SBOE). The framework is aligned with the Ohio Standards for School Counselors.

The Board directs the Superintendent/designee to implement this policy in accordance with State law. The policy becomes operative at the expiration of any collective bargaining agreement covering school counselors that is in effect on September 29, 2015. The requirements of this policy prevail over any conflicting provisions of collective bargaining agreements entered into on or after September 29, 2015.

Annually, the Board submits to the Ohio Department of Education (ODE) a report regarding implementation of this policy. The name of, or any personally identifiable information about, any counselor reported in compliance with this provision cannot be required.

Effectiveness Rating

School counselors are assigned an effectiveness rating of Accomplished, Skilled, Developing or Ineffective. Each school counselor is evaluated based on multiple factors including performance on all areas identified by the standards for school counselors and the ability to produce positive student outcomes using metrics in order to determine the holistic final summative rating of effectiveness according to ODE requirements. The choice of metrics for student outcomes will be determined locally and will include information from the school or school district's report card when appropriate.

Evaluation Time Line

District administrators evaluate school counselors annually except as otherwise appropriate for high performing school counselors. Annual evaluations include two formal observations of at least 30 minutes each and informal observations. Counselors will be provided with a written report of the evaluation.

The Board evaluates school counselors receiving effectiveness ratings of Accomplished on the counselors' most recent evaluations carried out under this policy, and whose metric of student outcomes for the most recent school year for which data is available is skilled or higher on the evaluation rubric every three years. In years when an evaluation will not take place, one observation is carried out and at least one conference with the counselor is held.

The Board evaluates school counselors receiving effectiveness ratings of Skilled on the counselors' most recent evaluations carried out under this policy, and whose metric of student outcomes for the most recent school year for which data is available is skilled or higher on the evaluation rubric every two years. In years when an evaluation will not take place, one observation is carried out and at least one conference with the counselor is held.

Professional Growth and Improvement Plans

School counselors with a final summative rating of Accomplished must develop a professional growth plan.

School counselors with a final summative rating of Skilled must develop a professional growth plan collaboratively with their evaluator.

School counselors with a final summative rating of Developing must develop a professional growth plan with their evaluator. The Superintendent/designee approves the professional growth plan.

School counselors with a final summative rating of Ineffective must develop an improvement plan with their evaluator. The Superintendent/designee approves the improvement plan.

The District has discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system.

Retention and Promotion

The Board uses evaluation results for retention and promotion decisions for school counselors beginning with the 2017-2018 school year. The Board adopts procedures for use by District administrators in making retention and promotion decisions based on evaluation results.

Poorly Performing Counselors

The Board uses evaluation results for removing poorly performing counselors beginning with the 2017-2018 school year. The Board adopts procedures for removing poorly performing school counselors based on evaluation results.

Professional Development

The Board allocates financial resources to support professional development in compliance with State law and the SBOE's evaluation framework.

[Adoption date: October 17, 2016]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3319.113; 3319.61
3302.03
Chapter 4117
OAC 3301-35-05

CROSS REFS.: GBL, Personnel Records
GCB, Certificated Staff Contracts and Compensation Plans

CONTRACT REF.: Teachers' Negotiated Agreement

REDUCTION IN CERTIFICATED STAFF WORKFORCE

The Board may reduce the number of teachers upon the return to duty of regular teachers after leaves of absence, suspension of schools, territorial changes affecting the District, decreased enrollment of students in the District or for financial reasons.

The Board may reduce the number of administrators upon the return to duty of administrators after leaves of absence, suspension of schools, territorial changes affecting the District, decreased enrollment of students in the District, for financial reasons or for other reasons unrelated to the performance of the individual administrator.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3319.02; 3319.081; 3319.09(A); 3319.17; 3319.171; 3319.172; 3319.18

CONTRACT REF.: Teachers' Negotiated Agreement

REDUCTION IN CERTIFICATED STAFF WORKFORCE
(Administrators Both Certificated and Classified)

When the Board determines that it is necessary to reduce the number of administrators currently employed in the District, it may suspend administrative contracts in accordance with this policy. The suspension of administrative contracts under this policy shall also be known as an administrative reduction in force (RIF) and may be implemented by the Board for any one or more of the following reasons:

1. the financial conditions of the District;

2. financial circumstances affecting a particular program or grade level(s) within the District;

3. declining enrollment in the District as a whole or in a particular program(s) or grade level(s) within the District;

4. the closing or consolidation of school buildings;

5. staff reorganization in response to changes in law, curriculum, education policy or the changing needs of the District;

6. the abolishment of administrative positions;

7. territorial changes affecting the District and/or

8. the return of regular administrators from a leave of absence or from disability retirement.

When implementing an administrative RIF, the Board shall proceed to suspend contracts in accordance with the recommendation of the Superintendent. In making such recommendations, the Superintendent shall first identify the administrative service areas in which reductions need to occur and which areas need not conform strictly with state licensure/certification fields. Within these service areas, reductions shall be made according to the needs of the District as determined by the Superintendent. Demonstrated success and suitability for the available assignments shall be the primary considerations in such determination. The Superintendent will also consider length of service in the District, the personnel needs of the District and the best interests of the District in the continued efficient operation of its educational facilities. Years of service in the District as an administrator shall also be considered, but shall not be the primary or overriding factor.

Administrators whose contracts have been suspended under this policy shall have a right to be recalled to an administrative position for which they are qualified if such openings occur within 12 months of their last day of active employment in the District as an administrator. When more than one suspended administrator is properly qualified for a given opening, priority in the recall shall be given to those individuals having longer administrative service within the District. "Qualified," as used in this paragraph, shall mean (1) possessing the necessary certification or licensure for the position and (2) having such other experience, training or qualities as are deemed necessary by the Superintendent in his/her sole discretion. In no circumstance shall an administrator be entitled to recall to a position which would constitute a promotion.

The term "suspension" as used in this policy in relation to administrative contracts shall not be taken to indicate either a continuing employment relationship following the suspension or the resumption of a previous contract upon recall. The suspension (RIF) of an administrative contract under this policy shall entirely sever the employment relationship between the parties. Upon recall, an entirely new contact shall be entered into.

(Approval date: July 20, 2009)
(Re-approval date: October 21, 2019)

RESIGNATION OF CERTIFICATED STAFF MEMBERS

Any certificated staff member who has a contract effective for the next school year is not permitted to resign after July 10, preceding that year. After that time, the consent of the Board must be given before a staff member may resign his/her position. A teacher who resigns after July 10 is subject to certification sanctions imposed by the State Board of Education. Resignations are submitted to the Superintendent for presentation to the Board.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3319.02; 3319.15

SEVERANCE PAY

At the time of retirement from the District, a severance amount calculated by a prescribed formula applied to the employee's unused sick leave and daily rate of pay at the time of retirement from the District is granted to certificated staff employees in compliance with State law. Upon payment of severance pay, the retiring employee's sick leave accumulation is reduced to zero.

Administrators who have retired under the rules of the State Teachers Retirement System are not eligible for severance pay based upon a subsequent retirement.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REF.: ORC 124.39

CONTRACT REF.: Teachers' Negotiated Agreement

TUTORING FOR PAY

No teacher may tutor for pay a student who is a member of his/her class. Tutorial assistance to students is considered a normal responsibility of the teacher, except in extenuating circumstances.

A teacher may tutor other students on school premises for pay only in accordance with the following conditions.

1. Tutoring is done after the regular school day, unless special exceptions are approved by the Superintendent.

2. Tutoring in the school must have the approval of the principal and must be in accordance with District requirements and guidelines for community use of school facilities.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

CROSS REF.: KG, Community Use of School Premises (Equal Access)

CLASSIFIED STAFF POSITIONS

All classified staff positions are created only with the approval of the Board. It is the Board's intent to maintain a sufficient number of positions to accomplish its goals and objectives.

Before any new position is established, the Superintendent presents for the Board's approval a job description for the position.

Although positions may remain temporarily vacant, or the number of persons holding the same type of position may be reduced in the event of required staff reduction, only the Board abolishes a position that it has created.

The Superintendent keeps all job descriptions current and presents recommended changes to the Board for approval.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 124.11; 124.18; 124.34
3319.081
OAC 3301-35-03

CLASSIFIED STAFF PUPIL ACTIVITY CONTRACTS

The Board believes that a varied cocurricular program adds depth and richness to the academic program, teaching skills and life lessons not easily learned in the classroom. The Board also recognizes the importance of positive adult leadership in pupil activity programs.

Nonlicensed/Non-certificated staff members may be awarded pupil activity contracts. Compensation for the position is at the same Board-approved rate as that paid to licensed individuals.

Any nonlicensed/non-certificated staff member desiring to accept a pupil activity contract must hold a valid pupil activity permit issued under rules adopted by the State Board of Education (SBOE). The Board may terminate or suspend the pupil activity contract if this permit is suspended, revoked or limited by the SBOE.

Pupil activity contracts are limited nonteaching contracts in effect for a term not to exceed one year. The Board provides written notice of nonrenewal on or before June 1 of each year.

The Board approves the positions and the compensation for these assignments. Contracts are awarded by the Board upon the recommendation of the Superintendent. The Board meets all requirements of the Fair Labor Standards Act.

The Board directs the Superintendent/designee to identify those pupil activity contract positions that direct, supervise or coach programs that involve athletic, routine or regular physical activity or involve health and safety considerations. Individuals accepting these contract positions must meet the requirements established by the Ohio Department of Education and State law.

[Adoption date: February 17, 2009]
[Re-adoption date: April 15, 2013]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.18; 3313.53; 3313.539
3319.081; 3319.083; 3319.303, 3319.39
3707.52
OAC 3301-20-01; 3301-27-01

CROSS REFS.: GBQ, Criminal Records Check
GCBB, Certificated Staff Supplemental Contracts
IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics
IICC, School Volunteers

CONTRACT REF.: Classified Staff Negotiated Agreement

CLASSIFIED STAFF LEAVES AND ABSENCES

Leaves and absences granted to the classified staff are for the purposes of helping them maintain their physical health, taking care of family and other personal emergencies and discharging important and necessary obligations.

All requests for long-term leaves of absence are submitted by the Superintendent, together with his/her recommendations, to the Board for its action.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Family and Medical Leave Act; 29 USC 2601 et seq.
Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.
ORC 124.38 through 124.39
3313.211
3319.13; 3319.141; 3319.142; 3319.143

CROSS REF.: GBR, Family and Medical Leave

CONTRACT REF.: Classified Staff Negotiated Agreement

CLASSIFIED STAFF VACATIONS AND HOLIDAYS

Vacations

Certain classified staff personnel are eligible for vacation after the first full year of employment. Those employed for 11 or 12 months receive vacation with pay in compliance with State law or the negotiated agreement.

The Superintendent gives final approval of vacation schedules for the classified staff. It is his/her responsibility to see that vacations are scheduled so that the least interference with the operation of the schools results.

Holidays

Because various classifications of personnel are scheduled to work a different number of months during the calendar year, the Superintendent informs all employees of the specific holidays to which their particular job classification is entitled.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 1.14
3319.084; 3319.086; 3319.087

CONTRACT REF.: Classified Staff Negotiated Agreement

SUPPORT STAFF RECRUITING/POSTING OF VACANCIES/HIRING

The recruitment and selection of suitable candidates for positions is the responsibility of the Superintendent, who confers with principals and other supervisors before making a selection.

An employee may apply for any vacancy for which he/she is qualified.

The following guidelines are used in the selection of personnel:

1. There is no unlawful discrimination in the hiring process.

2. No candidate is hired without an interview and a criminal records check.

3. No candidate is hired prior to the District consulting the educator profile database maintained on the Ohio Department of Education's (ODE) website.

After consulting the educator profile database, the District also may consult the office of professional conduct within ODE and/or consult any prior education-related employer of the candidate in accordance with State law.

All appointments to the support staff are made by the Superintendent, subject to confirmation by the Board. In making these appointments, the Superintendent carefully observes all pertinent laws and negotiated agreements, as well as any regulations that may be approved from time to time by the Board.

The Board fixes conditions of employment as well as wages, hours and other benefits for support staff members upon the recommendation of the Superintendent or as determined by the negotiated agreement.

Rehiring of Retirees

If an employee is retiring and seeks re-employment in the same position, then public notice must be given 60 days prior to the date re-employment is to begin. The notice must state that the person is or will be retired and is seeking re-employment in the District. The notice must include the time, date and location of a public meeting, which must take place 15 to 30 days prior to employment.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]
[Re-adoption date: January 10, 2022]

LEGAL REFS:

Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC Chapter 124
ORC 3309.345
ORC 3319.031
ORC 3319.04
ORC 3319.081 et seq.
ORC 3319.318
ORC 3319.39
ORC 3319.393
ORC 3327.10
ORC 4141.29
OAC 3301-35-05
OAC 3301-35-06
OAC 3309-1-61
CONTRACT REF.: Support Staff Negotiated Agreement

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
GBQ, Criminal Records Check
GCD, Professional Staff Hiring

CLASSIFIED STAFF DEVELOPMENT OPPORTUNITIES

Classified staff training and development is essential to the efficient and economical operation of the schools.

All classified staff employees are encouraged to grow in job skills and to take additional training that improves their skills on the job. Administrators assist in the training of classified staff assigned to their respective buildings.

The Superintendent may grant absences to attend meetings, conventions, conferences or workshops of local, state or national associations that serve to advance the welfare of the District through the upgrading and strengthening of the support service.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.20 (D)
OAC 3301-35-03

CROSS REF.: DLC, Expense Reimbursements

File: GDN Also AFD)

EVALUATION OF CLASSIFIED STAFF

Regular evaluation of all classified staff is intended to bring about improved services and to provide a continuing record of the service of each employee and evidence on which to base decisions relative to assignment and re-employment.

The Superintendent establishes a continuing program of performance evaluation for the classified staff. The program includes written evaluations and a means of making the results known to the evaluated employee.

The services of all classified staff employees are evaluated. Procedures used in the evaluation process are subject to Board approval or in accordance with the negotiated agreement and/or State law.

[Adoption date: July 31, 1995]
[Re-adoption date: October 16, 2000]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC Chapter 124
Chapter 4117
3319.081
OAC 3301-35-05

CROSS REF.: GBL, Personnel Records

CONTRACT REF.: Classified Staff Negotiated Agreement

REDUCTION IN CLASSIFIED STAFF WORKFORCE

Whenever it becomes necessary to reduce the classified staff because of financial reasons, job abolishment, management reorganization, lack of work or in the interest of economy, the procedures set forth in State law and in the negotiated agreement govern the rights of employees affected by the reduction.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 124.32; 124.321
3319.172
4141.29

CONTRACT REF.: Classified Staff Negotiated Agreement

HO Work Stoppage

WORK STOPPAGE

State law defines a strike to be a continuous concerted action in failing to report to duty; willful absence from one's position; and stoppage of work in whole or in part from the full, faithful and proper performance of the duties of employment for the purpose of inducing, influencing or coercing a change in wages, hours, terms or other conditions of employment.

In the event of a strike, the Board makes efforts to keep the schools open and operating. Precautions are taken for the safety and health of the working staff and students.

The Board directs the administration to develop a strike plan as a precautionary measure well in advance of any anticipated work stoppage.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 4117.01; 4117.15; 4117.16; 4117.18; 4117.23

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

SECTION I: INSTRUCTION

IA	Instructional Goals
IAA	Instructional Objectives
IB	Academic Freedom
IC	School Year
ICA	School Calendar
IE	Organization of Facilities for Instruction
IF	Curriculum Development
IGAB	Human Relations Education
IGAC	Teaching About Religion
IGAE	Health Education
IGAG	Drugs, Alcohol and Tobacco Education
IGAH	Family Life Education
IGAI	Sex Education
IGBA	Programs for Students with Disabilities
IGBB	Programs for Students Who Are Gifted
IGBE	Remedial Instruction (Intervention Services)
IGBEA	Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
IGBG	Homebound Instruction
IGBI	English Learners
IGBJ	Title I Programs
IGBL	Parent and Family Involvement in Education
IGBM	Credit Flexibility
IGCD	Educational Options (Also LEB)
IGCH	College Credit Plus (Also LEC)
IGD	Cocurricular and Extracurricular Activities
IGDC	Student Social Events
IGDF	Student Fundraising Activities
IGDFA	Online Fundraising Campaigns/Crowdfunding (Also GBIA)
IGDG	Student Activities Funds Management
IGDJ	Interscholastic Athletics
IGDK	Interscholastic Extracurricular Eligibility
IGEE	Awarding of High School Diplomas to Veterans of War

SECTION I: INSTRUCTION
(Continued)

IIA	Instructional Materials
IIAA	Textbook Selection and Adoption
IIAB	Supplementary Materials Selection and Adoption
IIAC	Library Materials Selection and Adoption
IIBH	District Websites
IIC	Community Instructional Resources (Also KF)
IICA	Field Trips
IICC	School Volunteers
IJA	Career Advising
IK	Academic Achievement
IKA	Grading Systems
IKAB	Student Progress Reports to Parents
IKB	Homework
IKE	Promotion and Retention of Students
IKEB	Acceleration
IKF	Graduation Requirements
IKFA	Early Graduation
IKFC	Graduation Plans and Students at Risk of Not Qualifying for a High School Diploma
IL	Testing Programs
IM	Evaluation of Instructional Programs (Also AFE)
IND	School Ceremonies and Observances
INDA	Patriotic Exercises
INDB	Flag and Motto Displays
ING	Animals in the Schools

INSTRUCTIONAL GOALS

The goals of the instructional program are considered guides, rather than limits, which are flexible enough to meet the changing needs of both students and society for all grade levels and subject areas.

The District's instructional goals include:

1. helping meet the physical, intellectual and emotional needs of students, particularly the need to inquire, learn, think and create;

2. helping students establish aesthetic, moral and ethical values;

3. helping students relate satisfactorily to others in circumstances involving their families, work, government and recreation;

4. giving students a mastery of the basic skills of learning, thinking, problem-solving, reading, writing and computation;

5. teaching students to use the various media of self-expression;

6. instilling in students a knowledge of the social and natural sciences;

7. acquainting students with the richness of the national heritage;

8. stimulating students to work productively in the various areas of human endeavor and

9. acknowledging the importance of, and relating appropriately to, the home and other social agencies in developing the habits and attitudes that make for effective personal living and the maintenance of optimum physical and mental health.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Ohio Const. Art. VI, Section 2
OAC 3301-35-06

CROSS REFS.: ADA, Educational Philosophy
AE, School District Goals and Objectives
AFE, Evaluation of Instructional Programs (Also IM)
AFI, Evaluation of Educational Resources

INSTRUCTIONAL OBJECTIVES

Instructors shall identify skills, knowledge and attitudes crucial to the student's successful movement to the next level of learning within each subject area and at each grade level.

A standards-based curriculum is developed and implemented according to state academic content standards and the requirements established by the Ohio Administrative Code.

Courses of study are reviewed and updated as needed under the supervision of the Superintendent/designee. This evaluation considers the achievement of learning objectives and learning outcomes. This evaluation promotes and guides appropriate revision and updating. The evaluated course of study is presented to the Board for adoption or re-adoption.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: OAC 3301-35-04; 3301-35-06

CROSS REFS.: ADA, Educational Philosophy
AE, School District Goals and Objectives
AFE, Evaluation of Instructional Programs (Also IM)
IA, Instructional Goals

ACADEMIC FREEDOM

Public education in a pluralistic society must strive to present, as objectively as possible, varied events, activities and perceptions reflected in history, literature and other sources of humanity's thought and expression. A major goal of education in a free society is to develop persons who can think critically, understand their culture, live compassionately with others, make sound decisions and live with the consequences of their judgment. Because points of view differ and biases exist, students must have access to materials that express this diversity of perspective.

It is the responsibility of the teacher to make certain that such access to materials presenting various sides of an issue is available. Teachers must take into account the age and relative maturity of their students and the need for guidance and help in studying issues and arriving at balanced views.

The right of teachers to teach certain subjects or to employ certain teaching methods may be restricted by the Board where such subjects or methods are deemed by the Board and/or District administrators to be educationally unsound, inappropriate for the age or maturity level of the students, or irrelevant to any valid educational objective. All instruction must conform to state academic content standards and the District's adopted courses of study. The right to free speech protected by the First Amendment does not extend to the in-class curricular speech of teachers made pursuant to their official duties. Accordingly, teacher speech in the classroom may be subject to reasonable controls as to appropriateness.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

CROSS REFS.: AC, Nondiscrimination
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
JB, Equal Educational Opportunities

CONTRACT REF.: Teachers' Negotiated Agreement

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the following school year is prepared by the Superintendent and presented to the Board for approval. The number of hours scheduled for students meets or exceeds the requirements of State law.

The calendar sets forth the days and hours schools are in session, holidays, vacation periods, in-service training days, teacher orientation days and days of reports to parents.

In preparing the calendar, the Superintendent may provide opportunities for members of the staff to offer suggestions before recommending a calendar to the Board for final consideration and adoption.

In accordance with State law, prior to making any changes to scheduled days or hours, the Board works with career-technical schools in which any of the District's high school students are enrolled, and community schools and chartered nonpublic schools to which the District is required to transport students.

The number of hours in each school year that school is scheduled to be open for instruction will not be reduced from the number of hours per year school was open for instruction during the previous school year, unless the reduction is approved by a Board-adopted resolution.

At least 30 days before adoption, the Board holds a public hearing on the school calendar, addressing topics including the total number of hours in the school year, length of the school day, and beginning and end dates of instruction.

Activities listed on the official activities calendar are the only officially approved activities sanctioned by principals, the Superintendent and the Board. Activities that are not on this calendar and are omitted through oversight, lack of advanced planning by staff, athletic leagues or other outside groups, or for some other acceptable reason, may be added. Such requests must be approved by the Superintendent.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.48; 3313.62; 3313.63

CROSS REF.: EBCD, Emergency Closings

CONTRACT REF.: Teachers' Negotiated Agreement

ORGANIZATION OF FACILITIES FOR INSTRUCTION

The Board recognizes that the grouping of grades and services within the facilities of the District can promote the efficient operation of the District and help achieve a more effective instructional program.

The housing of grade levels in school facilities and the administration of the instructional program is according to plans developed by the Superintendent and administrative staff, and approved by the Board.

Modifications in the organizational plan of each school may be made by the Board upon the recommendation of the Superintendent. The Superintendent continually monitors the effectiveness of the organizational plan and recommends to the Board modifications in the plan that are in the best interest of students; provides for the equivalency of instructional materials, equipment and personnel and makes the wisest use of resources and personnel to serve the educational goals of the Board.

The organization of facilities may be reorganized to comply with the provisions of Federal law.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3311.29
3313.53; 3313.531; 3313.641
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07; 3301-35-09

CROSS REFS.: IGBI, English Learners
IGBJ, Title I Programs
JECBD, Intradistrict Open Enrollment

CURRICULUM DEVELOPMENT

Continuing curriculum study and development are necessary in order to ensure that the District meets the needs of the students in its schools.

Curriculum planning is based on the educational philosophy and goals approved by the Board. Specific objectives are developed by the staff and input from parents, community members and other stakeholders is considered by the Board. Such planning must also take into consideration the legal requirements for students in basic subjects.

To ensure improved instruction as a result of curriculum changes, there must be close coordination between new curriculum development and current instruction – program and process – and their evaluation. There must be coordination across subject areas and articulation of programs between grade levels. Implementation of new or revised curriculum must be closely coordinated with staff development programs.

The Superintendent/designee is responsible for authorizing curriculum studies and for establishing curriculum councils and advisory committees as needed.

The Board expects all certificated staff to work together in evaluating the educational program and recommending additions and changes in courses, programs and instructional approaches. All staff members have a professional obligation to the educational program, including responsibility for working on curriculum committees. The certificated staff is expected to play an active role in curriculum development.

The Superintendent/designee provides the Board with reports on the curriculum and on the work of curriculum committees and recommends courses and programs for adoption by the Board.

[Adoption date: July 31, 1995]
[Re-adoption date: July 16, 2001]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: November 19, 2012]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3301.221; 3313.21; 3313.212; 3313.60; 3313.6025
OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: ABA, Community Involvement in Decision Making (Also KC)
AFI, Evaluation of Educational Resources
BCF, Advisory Committees to the Board

CONTRACT REF.: Teachers' Negotiated Agreement

HUMAN RELATIONS EDUCATION

This Board fosters good human relations dealing with race, color, national origin, citizenship status, ancestry, religion, sex, economic status, age, disability or military status through its instructional programs, its student activities and the classroom environment.

The Board encourages and supports the following approaches to human relations education.

1. The curriculum for all students in grades kindergarten through 12 presents in context the accomplishments and contributions of the races and cultures of our world.

2. Methods and techniques of classroom teaching emphasize the similarities and likenesses of people of various backgrounds and cultures.

3. The staff refreshes its awareness of the fact that the public schools are among the primary instruments for improving human relations through in-service training.

4. The schools work for an integration of ideas, people and material resources to provide the best education to meet the demands of our society.

5. The schools strive to develop a positive self-image in each student's thinking. They:

   A. recognize the dignity and worth of the individual;

   B. provide students with the opportunity to acquire as broad an education as the student's capacity permits and

   C. stimulate the development of respect for the laws of this country.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC Chapter 4112
5903.01(G)
OAC 3301-35-04(B)(1)(b)

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
JB, Equal Educational Opportunities

TEACHING ABOUT RELIGION

Schools must be neutral in matters of religion. The District must show no preference for one religion over another and must refrain from the promotion of any religion.

It is the responsibility of the public schools to foster mutual understanding and respect for all individuals and beliefs. In pursuing this goal, teaching in the public schools should recognize that holidays are observed differently by different religious groups. Teachers should also respect the fact that some individuals' beliefs do not include religious observances.

Teaching about religious holidays or about religion in general should:

1. be objective;

2. avoid any doctrinal impact and

3. avoid any implication that religious doctrines have the support of school authority.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
U.S. Const. Amend. I
ORC 3313.601

CROSS REFS.: IND, School Ceremonies and Observances
JB, Equal Educational Opportunities

HEALTH EDUCATION

The Board is committed to a sound, comprehensive health education program as an integral part of each student's general education. At a minimum, the health education program meets the requirements established by State law and includes instruction in nutrition; drugs, alcohol and tobacco; venereal disease; personal safety and assault prevention (grades K-6); dating violence prevention (grades 7-12); prescription opioid abuse prevention and anatomical gifts.

The Board believes that the greatest opportunity for effective health education lies with the public schools because of the opportunity to reach almost all students at an age when positive, lifelong health, wellness and safety habits may be instilled.

The health education program emphasizes a contemporary approach to the presentation of health, wellness and safety information, skills and knowledge necessary for students to understand the functioning and proper care of the human body and tools for recognizing the characteristics of healthy relationships and the warning signs of dating violence.

In an effort to promote a relevant approach to the instruction of health education, the Board continues to stress the need for curricular, personnel and financial commitments to ensure a health education program of high quality in the public schools.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.60; 3313.666
3319.073
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EB, Safety Program
EBC, Emergency Management and Safety Plans
EFG, Student Wellness Program
IGAG, Drugs, Alcohol and Tobacco Education
IGAH, Family Life Education
IGAI, Sex Education
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JHF, Student Safety
JHG, Reporting Child Abuse and Mandatory Training

DRUGS, ALCOHOL AND TOBACCO EDUCATION

The Board views with concern the serious implications of drug, alcohol and tobacco use by students. In keeping with its primary responsibility, the education of youth, the Board charges the staff to continue to investigate the causes of student involvement with drugs and alcohol and to develop suitable preventive measures whenever feasible.

The Board and the staff continue to seek ways to educate students about the dangers of the misuse and abuse of drugs, alcohol and tobacco, including electronic smoking devices. Instructional units include sessions about the harmful effects of and legal restrictions against the use of drugs of abuse, alcohol and tobacco, including electronic smoking devices.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]
[Re-adoption date: January 10, 2022]

LEGAL REFS:
ORC Chapter 2925
ORC 3313.60
ORC 3313.95
OAC 3301-35-04
OAC 3301-35-06

CROSS REFS.: JFCG, Tobacco Use by Students
JFCH, Alcohol Use by Students
JFCI, Student Drug Abuse

FAMILY LIFE EDUCATION/SEX EDUCATION

The Board believes that the purpose of family life and sex education is to help students acquire factual knowledge, attitudes and values, which result in behavior that contributes to the well-being of the individual, the family and society.

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the primary responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in these areas by offering students factual information and opportunities to discuss concerns, issues and attitudes.

In addition to the requirements listed below, the policies and regulations concerning the approval of new curriculum content, units and materials apply to any course(s) dealing with family life and sex education.

1. Instructional materials to be used in family life/sex education are available for review by parents during school hours.

2. If, after review of materials used and a conference with the instructor and principal, a parent requests that his/her child not participate in a given aspect of the course, an alternate educational assignment is arranged for that student with the approval of the principal.

3. Teachers who provide age-appropriate instruction in family life/sex education have professional preparation in the subject area.

4. Instruction in sex education emphasizes the health benefits of abstinence.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.60
OAC 3301-35-04

CROSS REF.: IGAE, Health Education

PROGRAMS FOR STUDENTS WITH DISABILITIES

All students with disabilities living within the District are identified, evaluated and placed in appropriate educational programs. This includes children for whom the District is the district of residence who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. Additionally, all parentally placed private school children with disabilities who reside in a state other than Ohio and attend a private school within the District are located, identified and evaluated. Due process requirements, procedural safeguards and confidential treatment of information are adhered to as required by State and Federal law.

The Superintendent is expected to supervise all special education programs and to assign a member of the staff to coordinate efforts. The person designated is responsible for the identification of students with disabilities, the evaluation of disabilities and evaluation procedures, the design of Individualized Education Programs (IEP), plans and placement. All procedures are in accordance with State and Federal law.

The IEP determined for each identified student is developed in accordance with the student's individual needs. The plan provides for reevaluation of the student's needs, progress and effectiveness of the program being offered.

Although the District requires all students with disabilities to be tested, each student with a disability is considered individually relative to his/her participation in the District's educational and testing programs. Alternative assessments may be required. Students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

The Board, by resolution, directs the administration to comply with and follow the Ohio Department of Education, Office of Exceptional Children's model special education policies and procedures.

[Adoption date: July 31, 1995]
[Re-adoption date: November 20, 2000]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: April 15, 2013]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Individuals with Disabilities Education Improvement Act; 20 USC 1400 et seq.
Rehabilitation Act; 29 USC 706(8), 794, 794a
504 Regulations 34 C.F.R. Part 104
504 Regulations 34 C.F.R.300.131
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
State Department of Education, Special Education Policies and Procedures, Free Appropriate Public Education-101
ORC 3313.50
3323.01 et seq.
3325.01 et seq.
OAC Chapter 3301-51; 3301-55-01

CROSS REFS.: ACB, Nondiscrimination on the Basis of Disability
IGBJ, Title I Programs
IL, Testing Programs
JB, Equal Educational Opportunities
KBA, Public's Right to Know

PROGRAMS FOR STUDENTS WITH DISABILITIES

As an expression of its commitment to provide a Free Appropriate Public Education (FAPE) for students with disabilities in accordance with Federal and State laws, rules and regulations, the Board does hereby resolve to implement the following.

1. Child Identification

   Ongoing efforts are made to identify, locate and evaluate children below 22 years of age who reside within the District and have a confirmed or suspected disability in accordance with all federal regulations and state standards. This includes children for whom the District is the district of residence who are being held or have been court ordered to juvenile detention centers or children who have been committed to community correctional facilities. Additional efforts are made to identify, locate and evaluate all parentally-placed school children who reside outside of the state, attend a private school within the District and have a confirmed or suspected disability.

2. Procedural Safeguards

   The child with a disability and his/her parent(s) are provided with safeguards, as required by law, throughout the identification, evaluation and placement process and the provision of a FAPE to the child.

3. Multi-Factored Evaluation

   The District provides a multi-factored evaluation for children with disabilities by ensuring that children are assessed in their native language or other mode of communication. Tests are used for their validated purposes. Children are evaluated in all areas related to their suspected disability. Testing is conducted by a multidisciplinary team. Testing materials and procedures are not racially or culturally biased. Tests are administered by trained personnel qualified in accordance with all federal regulations and state standards and in conformance with the instructions provided by the producer. Medical evaluation, when required as part of the multi-factored evaluation, is provided at no cost to the parent(s) by a licensed physician designated by the Superintendent/designee when other no-cost resources are not available.

4. Individualized Education Program

An Individualized Education Program (IEP) is developed for each child with a disability who needs special education. The IEP is designed to meet the unique educational needs of the child and developed in a planning conference. The parent(s) of the child are strongly encouraged to participate in the planning conference. The IEP is reviewed and revised as often as necessary, but at least annually.

5. Least Restrictive Environment

The education of children with disabilities occurs in the least restrictive environment. Special education programs and services are appropriate and designed to meet the unique needs of each child with a disability. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who do not have disabilities. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

6. Confidentiality of Data

The confidentiality of personally identifiable data relating to children with disabilities and their parents and families is protected at collection, storage, disclosure and destruction. One official of the District is assigned the responsibility for protecting the confidentiality of personally identifiable data. The District follows all federal regulations and state standards related to the confidentiality of data.

7. Due Process

The District utilizes procedures that allow differences of opinion to be aired and resolved between parent(s) or agencies and the District. The procedures provide for utilization of case conferences, administrative reviews, impartial due process hearings, state-level appeals and appeals to the courts that involve the District's proposal or refusal to initiate or change the identification, evaluation or educational placement of the child or the provision of a FAPE to the child. Furthermore, the rights of children with disabilities are protected when the parents cannot be identified or located, when the child is a ward of the state or when the child is without a formally declared legal representative.

8. Surrogate Parent

Whenever the parent(s) of a child with a disability are not known or cannot be located, when the child is a ward of the state or when parents have otherwise lost legal decision-making abilities, the child's rights are protected through the assignment of an individual (who is not an employee of the state education agency, local education agency or other organization involved in the education or care of the child) who serves as the child's surrogate parent.

9. Testing Programs

Students with disabilities must participate in local and statewide testing programs. Individual exemptions, accommodations and participation in an alternate assessment are determined only during an IEP conference.

(Approval date: July 31, 1995)
(Re-approval date: December 30, 2002)
(Re-approval date: December 19, 2005)
(Re-approval date: October 21, 2019)

PROGRAMS FOR STUDENTS WHO ARE GIFTED

In accordance with the belief that all students are entitled to education commensurate with their particular needs, students in the District who are gifted are provided opportunities to progress as their abilities permit. The Board believes that these students require services beyond those offered in regular school programs in order to realize their potential contribution to themselves and society.

Students who are gifted are identified annually by qualified professionals using a variety of assessment procedures. The Board encourages efforts to provide services for students who are gifted as an integral part of the total kindergarten through grade 12 program.

Identification

The District follows the identification eligibility criteria as specified in State law.

1. The District identifies students of the District, in grades kindergarten through 12, as students who are gifted who perform at remarkably high levels of accomplishment when compared to other students of the same age, experience and environment, as identified under State law. Accordingly, a student can be identified as exhibiting:

    A. superior cognitive ability;

    B. specific academic ability in one or more of the following content areas:

        1) mathematics;
        2) science;
        3) reading, writing or a combination of these skills and/or
        4) social studies;

    C. creative thinking ability and/or

    D. visual or performing arts ability such as drawing, painting, sculpting, music, dance or drama.

2. The District uses only those instruments approved by the Ohio Department of Education (ODE) for screening, assessment and identification of students who are gifted.

3. A student identified as gifted in accordance with State law remains identified as gifted regardless of subsequent testing or classroom performance.

District Plan for Identifying Students Who are Gifted

The Board adopts and submits to ODE a plan for identifying students who are gifted. Any revisions to the District plan are submitted to ODE for approval. A copy of this policy is provided at time of submission. The identification plan includes the following:

1. the criteria and methods the District uses to screen and select students for further assessment who perform or show potential for performing at remarkably high levels of accomplishment in one of the gifted areas;

2. a description of assessment instruments selected from the ODE-approved list to be used for the screening and identification of students who are gifted;

3. procedures for the provision of at least two whole grade screening opportunities to be administered for all students once prior to the end of second grade, and once for all students between grades three and six;

4. the sources of assessment data the District uses to select students for further testing and an explanation to parents/guardians of the multiple assessment instruments required to identify students who are gifted;

5. an explanation for parents/guardians of the methods the District uses to ensure equal access to screening and further assessment for all District students, including minority and disadvantaged students, students with disabilities and English learner students;

6. the process of notifying parents/guardians regarding all policies and procedures concerning the screening, assessment and identification of students who are gifted, including the requirement to notify parents within 30 days of the District's receipt of a student's result on any screening procedure or assessment instrument;

7. an opportunity for parents/guardians to appeal any decision about the results of any screening procedure or assessment, the scheduling of students for assessment or the placement of a student in any program or for receipt of services;

8. procedures for the assessment of students who transfer into the District no later than 90 days after the transfer at request of the parent;

9. at least two opportunities a year for assessment in the case of students requesting assessment or recommended for assessment by teachers, parents or other students with the initial assessment to be completed no later than 90 days of referral regardless of the grade levels where gifted services are offered and

10. an explanation that the District accepts scores on assessment instruments approved for use by ODE that are provided by other school districts and trained personnel outside the District.

The District's plan may provide for the District to contract with any qualified public or private service provider to provide screening or assessment services under the plan. The gifted education coordinator provides the District with assistance in placing students, designing services, consulting on strategic planning, evaluating services on an ongoing basis and eliciting input from parents and staff.

District Plan for Services

The District adopts and submits to ODE a plan for a continuum of services that may be offered to students who are gifted.

1. The District ensures equal opportunity for all students identified as gifted to receive any or all services offered by the District.

2. The District implements a procedure for withdrawal of students from District gifted programs or services, for reassessment of students and assessment of students transferring into the District.

3. The District implements a procedure for resolving disputes with regard to identification and placement decisions.

4. Any District gifted education services are delivered in accordance with State law.

5. The District informs parents of the contents of this policy as required by State law.

The gifted services currently available and likely to be provided to a student (based on the nature of their identification) within the District and the criteria for receiving these services are:

Service	**Setting**	**Grade Level**	**Criteria**	**Provider**
Cluster Grouping	Regular Classroom	3-6	Superior Cognitive, Reading, Math	General Education Teachers
Acceleration	Regular Classroom	Varies	Iowa Acceleration Scale; District Tests	General Education Teachers
AP Classes	AP courses	High School	Referral	AP teachers
CCP	CCP courses	High School	Superior Cognitive, Specific Academic, Referral	Credentialed teachers

Written Education Plan

The District provides gifted services based on the student's areas(s) of identification and individual needs and is guided by a written education plan (WEP) developed in collaboration with an educator who holds a licensure or endorsement in gifted education. The District provides parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the WEP.

The WEP is provided to parents of gifted students and educators responsible for providing gifted education services and includes:

1. a description of the services provided, including goals for the student in each service specified, including but not limited to measurable academic goals;

2. methods and performance measurements for evaluating progress toward achieving the goals specified;

3. methods and schedule for reporting progress to students and parents;

4. staff members responsible for ensuring that specified services are delivered;

5. policies regarding the waiver of assignments and the scheduling of tests missed while a student is participating in any gifted services provided outside the general education classroom and

6. a date by which the WEP will be reviewed for possible revision.

At the commencement of services, and each year in which a student receives services, the District makes a reasonable attempt, in writing to obtain a parent/guardian signature on the WEP. A student will not be denied services due to lack of a parent/guardian signature.

The District will develop and disseminate a "no services" letter to parents/guardians of students identified as gifted but not receiving gifted services clearly communicating the student is not receiving gifted services. The letter may include a list of enrichment opportunities provided to the student by the District.

Gifted Education Personnel

Gifted education instruction is provided by gifted education intervention specialists by grade level in accordance with the Ohio Administrative Code (OAC). Gifted education instruction is offered during the regular school day and may be provided in large or small groups and/or individually in a variety of settings. The depth, breadth and pace of instruction based on the appropriate content areas may be differentiated. Where a general education teacher is designated as the provider of gifted services, the teacher meets the requirements of OAC including the requirements to receive professional development and ongoing assistance from a gifted education intervention specialist or gifted education coordinator.

Annual Report and Accountability

The District submits, as required, a gifted education annual report to ODE.

The District submits, as required, a gifted education data audit to ODE.

The Superintendent/designee implements all policies and procedures in accordance with laws, rules and regulations and follows the OAC rules regarding gifted education.

[Adoption date: July 31, 1995]
[Re-adoption date: January 10, 2000]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3324.01 et seq.
OAC 3301-51-15

CROSS REFS.: IKEB, Acceleration
JB, Equal Educational Opportunities

REMEDIAL INSTRUCTION
(Intervention Services)

The educational program is designed and operated to be developmentally appropriate and avoid the necessity for intervention services. In those cases in which students have clearly not demonstrated satisfactory progress toward attaining the academic standards for their grade level, efforts are made to remedy the condition and attain the learning results sought.

The Board directs the Superintendent/designee to ensure that classroom teachers of students in kindergarten through third grades annually assess and identify the reading skills of each student who is reading below grade level in accordance with all statutory timelines. The parent or guardian is notified of each student whose reading skills are below grade level and intervention services are provided to the student.

Students who are reading below grade level are provided intensive reading instruction immediately following the identification of a reading deficiency.

The District involves the student's parent(s) and classroom teacher in developing the intervention strategy and offers to the parent(s) the opportunity to be involved in the intervention.

Intervention services are also offered to students who:

1. score below the proficient level on a fourth, fifth, sixth, seventh or eighth grade achievement test and

2. are not demonstrating academic performance at their grade level based on the results of a diagnostic assessment.

Certain specified students who are offered intervention services either after-hours or in summer classes are truant if they do not attend the intervention programs.

The District provides all remedial supports required by law including those related to assessments and end-of-course examinations.

The Superintendent/designee is directed to maintain remedial instructional programs or intervention services that assist all students in meeting and maintaining minimum levels of student proficiency in communication and computation skills. These programs include procedures to evaluate student achievement related to the remedial program objectives and standards. Ongoing communication between teaching staff members and parents of students participating in remedial educational programs is coordinated by the Superintendent and the administrative staff.

The Superintendent is directed to evaluate the remedial education programs and report to the Board each school year as to their effectiveness in maintaining minimum levels of student proficiency.

[Adoption date: July 31, 1995]
[Re-adoption date: August 16, 1999]
[Re-adoption date: August 21, 2000]
[Re-adoption date: May 20, 2002]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: November 19, 2012]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 10, 2020]
[Re-adoption date: January 10, 2022]

LEGAL REFS.:
ORC 3301.07
ORC 3301.0710
ORC 3301.0711(D)
ORC 3301.0712
ORC 3301.0715
ORC 3313.608
ORC 3313.609
ORC 3313.6010
ORC 3313.6012
ORC 3314.03
OAC 3301-35-04
OAC 3301-35-06

CROSS REFS.: IGBEA, Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)
IKE, Promotion and Retention of Students

READING SKILLS ASSESSMENTS AND INTERVENTION
(Third Grade Reading Guarantee)

The Board believes in the importance of the development of English language skills. As a result, the Board promotes the importance of reading skills through English diagnostic assessments and reading intervention services in order to provide a meaningful tool to identify and assist students in achieving proficiency in English language arts.

The District annually evaluates the English reading skills of each K-3 student in accordance with all statutory timelines, and identifies students who are reading below their grade level. The District uses the reading diagnostic assessment that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level. The assessment may be administered electronically using live, two-way video and audio connections whereby the teacher administering the assessment may be in a separate location from students.

The District provides written notification to the parents or guardian of students who are reading below their grade level. Intensive reading instruction is provided to students immediately after they are identified as having a reading deficiency. The District develops a reading improvement and monitoring plan within 60 days of receiving the student's diagnostic results.

For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions that address the student's specific areas of deficiency. Further, the District provides each retained student with a teacher who meets set criteria and offers the option for such students to receive applicable services from one or more providers other than the District.

Students who have been retained and who have demonstrated proficiency in a specific academic field as defined by State law are provided with instruction that is commensurate to their achievement level.

The Board designates the Superintendent/designee to establish a District policy for the midyear promotion of students who were retained but who now are reading at or above their grade level.

[Adoption date: November 19, 2012]
[Re-adoption date: April 15, 2013]
[Re-adoption date: October 21, 2019]
[Re-adoption date: January 10, 2022]

LEGAL REFS.:
ORC 3301.07
ORC 3301.0710
ORC 3301.0711(D)
ORC 3301.0715
ORC 3301.079
ORC 3301.163
ORC 3313.608
ORC 3313.609
ORC 3313.6010
ORC 3313.6012
ORC 3324.01
OAC 3301-35-04
OAC 3301-35-06

CROSS REFS.: IGBE, Remedial Instruction (Intervention Services)
IGBI, English Learners
IKE, Promotion and Retention of Students

READING SKILLS ASSESSMENT AND INTERVENTION
(Third Grade Reading Guarantee)

The District is required annually to assess the reading skills of each K-3 student in accordance with all statutory timelines, except those students with significant cognitive disabilities or other disabilities as authorized by the Ohio Department of Education (ODE) on a case-by-case basis. The District uses the diagnostic assessment to measure reading ability either approved under State law or a comparable tool that has been approved by ODE.

If the diagnostic assessment shows that a student is not reading at grade level, the District provides written notification to the parents or guardian that includes:

1. notice that the school has identified a substantial reading deficiency in their child;

2. a description of current services provided to the student;

3. a description of proposed supplemental instruction services and supports;

4. notice that the diagnostic assessment for third grade reading is not the sole determinant of promotion and that additional evaluations and assessments are available and

5. notice that the student will be retained unless the student falls under an exemption or attains the appropriate level of reading competency by the end of third grade.

For a student not reading at grade level, the District provides intensive reading instruction services and regular diagnostic assessments immediately following the identification of a reading deficiency until the development of the reading improvement and monitoring plan referenced below. These intervention services must:

1. include research-based reading strategies that have been shown to be successful in improving the reading skills of low-performing readers and

2. be targeted at the student's identified reading deficiencies.

For each student receiving required reading intervention, the District develops a reading improvement and monitoring plan. This plan is developed within 60 days of receiving the student's results on the diagnostic assessment. The plan includes all of the following:

1. identification of the student's specific reading deficiencies;

2. a description of additional instructional services that target the student's identified reading deficiencies;

3. opportunities for the student's parents or guardians to be involved in the instructional services;

4. a process to monitor the implementation of the student's instructional services;

5. a reading curriculum during regular school hours that assists students to read at grade level, provides for scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress and

6. a statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.0710 by the end of third grade, the student will be retained.

For a student with a reading improvement and monitoring plan entering the third grade, the District provides a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

1. holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;

2. has completed a master's degree program with a major in reading;

3. was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the State Board of Education (SBOE);

4. was rated "above expected value-added," in reading instruction, as determined by ODE for the most recent consecutive two years;

5. has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction as approved by the SBOE or

6. holds an educator license for teaching grades pre-kindergarten through third or grades four through nine issued on or after July 1, 2017.

For a student with a reading improvement and monitoring plan entering the third grade, the District may provide a teacher who:

1. has less than one year of teaching experience provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above or

holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department. The alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

For a student with a reading improvement and monitoring plan entering the third grade, the District may provide:

1. reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the SBOE and/or

2. a teacher, other than the student's teacher of record, to provide any services required under this section, so long as that other teacher meets the assigned teacher criteria above and the teacher of record and the school principal agree to the assignment. This assignment is documented in the student's reading improvement and monitoring plan.

For any student who is an English language learner and who has been in the U.S. for three years or less or for a student who has an individualized educational plan, a teacher may teach reading if the teacher holds an alternative credential approved by ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by ODE. The alternate credentials shall be aligned with the reading competencies adopted by the SBOE.

The District has specific responsibilities for a student who has been retained at the end of third grade. The District must:

1. Establish a District policy for the midyear promotion of a student who is reading at or above grade level that provides that a student who participates in remediation services and who demonstrates the required reading proficiency prior to the start of fourth grade will be promoted to that grade.

2. Provide intensive remediation that addresses the student's areas of deficiencies. This must include, but not be limited to, not less than 90 minutes of daily reading. In addition, the remediation may include any of the following:

    A. small group instruction
    B. reduced teacher-student ratios
    C. more frequent progress monitoring
    D. tutoring or mentoring
    E. transition classes containing third and fourth grade students
    F. extended school day, week or year
    G. summer reading camps

1. Provide a teacher who satisfies one or more of the criteria set forth above.

2. Offer the student the option to receive applicable services from one or more providers other than the District. These providers will be screened and approved by the District or by ODE.

3. Provide instruction that is commensurate to the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.

Districts required to submit staffing plans do so in accordance with State law.

(Approval date: November 19, 2012)
(Re-approval date: April 21, 2014)
(Re-approval date: October 21, 2019)
[Re-adoption date: January 10, 2022]

HOMEBOUND INSTRUCTION

The Board provides instruction, as appropriate, for students confined to home in compliance with the law.

1. Home instruction teachers are provided for students at the request of parents only after such instruction is approved by the Superintendent and verified as needed by a licensed physician or psychologist. Home instruction teachers, who are provided by the school, are paid at the designated hourly rate.

2. Home instruction teachers may be the student's regular classroom teachers only if the Superintendent has given permission.

3. Home instruction teachers must be certificated/licensed teachers.

4. All work must meet the standards of the Ohio Department of Education and be done under the supervision of the Superintendent/designee. If the home instruction teacher is not the student's regular classroom teacher, the building principal arranges cooperative communications between the regular classroom teacher and the home instructor to ensure a proper program of instruction for the student.

5. The duration and time of a home instruction program is determined by the Superintendent/designee, on the basis of information received from teachers, parents, medical personnel and the building principal. Exceptions are those children with disabilities who have an IEP.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
ORC 3313.64
3321.04
3323.05; 3323.12
OAC Chapter 3301-51

CROSS REFS.: IGBA Programs for Students with Disabilities
JECBC, Admission of Students from Non-Chartered or Home Schooling

ENGLISH LEARNERS

The Board recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the District, the District shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. Students in a language minority or who are English learners are identified, assessed and provided appropriate services.

The Board directs the administration to develop and implement instruction programs that:

1. appropriately identify language minority students;

2. provide the appropriate instruction to English learner students to assist them in gaining English language proficiency, as well as content knowledge, in reading/language arts and mathematics and

3. annually assess the English proficiency of students and monitor their progress in order to determine their readiness for the mainstream classroom environment.

The District requires all English learner students to be tested. Alternative assessments may be required. Students must make yearly gains toward closing the achievement gap as defined by the State Board of Education performance targets.

The District provides parents with notice of and information regarding the instructional program as required by law. Parent and family involvement is encouraged and parents are regularly apprised of their child's progress.

[Adoption date: December 30, 2002]
[Re-adoption date: January 18, 2005]
[Re-adoption date: February 20, 2007]
[Re-adoption date: April 15, 2013]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: 42 USC 2000d
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
34 CFR 200
ORC 3301.0711
3302.01; 3302.03
3313.61; 3313.611; 3313.612
3317.03
3331.04
OAC 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBJ, Title I Programs
IGBL, Parent and Family Involvement in Education
JB, Equal Educational Opportunities
JK, Employment of Students

TITLE I PROGRAMS

The Title I program is based on an annual assessment of educational needs. This assessment includes identification of educationally deprived children in the public and private schools in this District. Title I services are provided to all eligible, educationally deprived students.

The Board believes parent and family involvement is a vital part of the Title I program. The Superintendent/designee jointly develops with and distributes to parents of children participating in Title I programs within the District a written parent and family involvement policy and guidelines. The written parent and family involvement policy includes a School-Parent Compact jointly developed by the school and the parents. The requirements of the policy, compact and guidelines are consistent with Federal and State law.

Parent and family involvement includes, but is not limited to, parent and family contribution to the design and implementation of programs under this title, development of support and improvement plans, participation by parents and family members in school activities and programs, and training and materials that build parents' and family members' capacity to improve their children's learning in both the home and the school. To build a partnership between home and school, the District:

1. informs the parents and family members of the program, the reasons for their children's participation and the specific instructional objectives;

2. trains parents and family members to work with their children to attain instructional objectives;

3. trains teachers and other staff involved in programs under this title to work effectively with the parents and family members of participating students;

4. develops partnerships by consulting with parents and family members regularly;

5. provides opportunities for parents and family members to be involved in the design, operation and evaluation of the program and

6. provides opportunities for the full participation of parents and family members who lack literacy skills or whose native language is not English.

Title I funds are used only to augment, not to replace, state and local funds. The Board uses these funds to provide equivalent or comparable educational services in all schools receiving Title I assistance.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: April 15, 2013]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
OAC 3301-35-04; 3301-35-05; 3301-35-06; 3301-35-07

CROSS REFS.: AC, Nondiscrimination
IE, Organization of Facilities for Instruction
IGBA, Programs for Students with Disabilities
IGBI, English Learners
IGBL, Parent and Family Involvement in Education
JB, Equal Educational Opportunities

PARENT AND FAMILY INVOLVEMENT IN EDUCATION

The Board believes that parent and family involvement is an important part of the educational program. Current research indicates that a home-school partnership and greater involvement on the part of parents and families in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents, family members and foster caregivers are encouraged to take an active role in the education of their children or foster children.

The Board directs the administration to develop along with parents, family members and foster caregivers the necessary regulations to ensure that this policy is followed and that parent and family involvement is encouraged. The regulations are to:

1. encourage strong home-school partnerships;

2. provide for consistent and effective communication between parents and family members or foster caregivers and school officials;

3. offer parents and family members or foster caregivers ways to assist and encourage their children or foster children to do their best and

4. offer ways parents and family members or foster caregivers can support classroom learning activities.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a written parent and family involvement policy and guidelines. The requirements of the policy and guidelines are consistent with Federal and State law.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3313.472; 3313.48
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: IGBI, English Learners
IGBJ, Title I Programs
Student Handbooks

Warren Local School District, Vincent, Ohio

CREDIT FLEXIBILITY

The Board recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their respective needs and interests. Credit flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning.

Credit flexibility shifts the focus from "seat time" to performance. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology and demographics, and to meet the demand for 21st century skills.

In accordance with State law, the District must develop and implement a credit flexibility plan. Seventh or eighth grade students may meet curriculum requirements or students ready for high school courses may earn high school graduation credit by:

1. demonstrating subject area competency through the completion of traditional course work;

2. testing out of or showing mastery of course content through the pursuit of an approved educational option and/or

3. any combination of the above.

The Superintendent/designee develops the District's credit flexibility plan consistent with the provisions of the following regulation.

[Adoption date: May 17, 2010]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Carnegie Design Team Report to the State Board of Education, *New Emphasis on Learning: Ohio's plan for credit flexibility shifts the focus from "seat time" to performance* (March 2009)
ORC 3313.60; 3313.603; 3313.609; 3313.6013; 3313.611; 3313.613; 3313.614; 3313.90
3321.04
Chapter 3324
Chapter 3365
OAC Chapter 3301-34;
3301-35-01; 3301-35-06
Chapter 3301-46
Chapter 3301-51
Chapter 3301-61

CROSS REFS.: IGCD, Educational Options (Also LEB)
IGCH, College Credit Plus (Also LEC)
IKA, Grading Systems
IKE, Promotion and Retention of Students
IKEB, Acceleration
IKF, Graduation Requirements

CREDIT FLEXIBILITY

In accordance with State law, the District's plan for credit flexibility must:

1. identify the multiple methods of communication and frequency of each method the District will use to communicate the aspects of the credit flexibility policy and plan to students and parents on an ongoing basis;

2. allow for demonstrated proficiency options on an ongoing basis;

3. allow for graded options for demonstrated proficiency;

4. allow demonstration of proficiency to count towards course requirements for graduation;

5. determine credit equivalency for a Carnegie unit;

6. prohibit capping or limiting the number of courses or credits earned through credit flexibility;

7. allow for both simultaneous credit and/or partial credit to be earned;

8. not prohibit access to online education, postsecondary options or services from another district, as approved by the Board;

9. allow, if so desired, for the acceptance of credit from other districts and educational providers;

10. establish provisions for instances when students do not or cannot complete requirements and

11. establish a review process and submit data to the Ohio Department of Education (ODE) about the methods and frequency of communication with students and parents.

In addition, the Superintendent/designee collects performance data including, but not limited to, the number of participating students, total credits earned and extent to which student participation reflects diversity of the student body.

ODE recommends that the Superintendent maintain a "library" of courses that were previously accepted to assist students, parents and teachers with understanding available options (or those unique to local contexts and regional economic development interests).

(Approval date: May 17, 2010)
(Re-approval date: October 21, 2019)

EDUCATIONAL OPTIONS

The Board recognizes that an effective educational program is one that provides opportunities for students to learn both within the classroom and, for specific reasons, beyond the traditional classroom and school day. These expanded opportunities are viewed as educational options to supplement the regular school program.

The intent of educational options is to allow educators, other professionals, parents and others to work together to provide opportunities for students to learn in an independent or individual setting and to study or work with recognized experts in specific fields. Educational options are seen as additional curricular opportunities to improve, expand and enrich student learning experiences and perspectives.

Independent study, distance learning, tutoring, educational travel, mentoring and study abroad programs are representative of experiences that the Board views as educational options supplementing the regular school program.

Fees are established for educational options as needed. Participating students are expected to pay fees upon beginning educational options.

The Superintendent develops regulations when the educational options are initiated. Each program option developed is presented to the Board for adoption; its regulations are presented for approval.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: OAC 3301-35-01(B)(6); 3301-35-06

CROSS REFS.: IGBM, Credit Flexibility
IGCH, College Credit Plus (Also LEC)
IKE, Promotion and Retention of Students
IKF, Graduation Requirements
JN, Student Fees, Fines and Charges

EDUCATIONAL OPTIONS

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

1. The parent(s) must provide written approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students 18 years of age or older must submit a written request to participate. This request is kept on file.

2. An instructional plan that contains written measurable objectives must be submitted to, and approved by, the Superintendent. Instructional objectives must align with the District's curriculum requirements.

3. The instructional plan includes an outline specifying major instructional activities and identifying materials, resources, facilities and equipment needed to achieve instructional objectives.

4. Promotion and retention decisions for students, kindergarten through eighth grade, participating in an optional instructional plan are based on student performance relative to the objectives of the option.

5. The instructional plan includes a written plan for the evaluation of student performance.

6. In tutorial and independent study programs, a certificated/licensed teacher provides both the instruction and evaluation of students. In all other cases, a certificated/licensed teacher provides only the evaluation of student progress.

7. The written instructional plan includes a time for the evaluation of the educational option. Continuance of the option is determined by the results of evaluation.

(Approval date: July 31, 1995)
(Re-approval date: December 30, 2002)
(Re-approval date: October 21, 2019)

COLLEGE CREDIT PLUS

State law provides for student participation in the College Credit Plus (CCP) program for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 7th through 12th grade students may enroll at any public college/university and any participating nonpublic college/university on a full- or part-time basis and complete eligible nonsectarian, nonremedial courses for transcripted high school and/or college credit.

The Board directs the Superintendent/designee to develop and establish the necessary administrative guidelines to ensure that the CCP program is operating in accordance with state requirements.

[Adoption date: July 31, 1995]
[Re-adoption date: April 20, 1998]
[Re-adoption date: December 30, 2002]
[Re-adoption date: September 21, 2015]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.5314
Chapter 3365
OAC 3333-1-65 through 3333-1-65-13
3301-83-01(C)

CROSS REFS.: IGBM, Credit Flexibility
IGCD, Educational Options (Also LEB)

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by February 1 of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal of intent to participate by the April 1 deadline shall result in the student having to secure written permission from the principal in order to participate in the program. If the principal denies a student's request for written permission, the student may appeal to the Superintendent. The Superintendent's decision is final.

The District holds an annual informational session between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services include but are not limited to:

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;

9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;

10. academic and social responsibilities of students and parents relative to this program;

11. information about and encouraging the use of college counseling services;

12. information about eligible courses;

13. information on CCP probation, dismissal and appeal procedures

14. the standard program information packet developed by the Ohio Department of Higher Education (ODHE) and

15. the permission slip jointly developed by the Ohio Department of Education (ODE) and ODHE regarding the potential for mature subject matter in a course taken through CCP and information about the potential for mature subject matter in courses in which the student intends to enroll through CCP and that courses will not be modified based upon CCP enrollee participation regardless of where the course of instruction occurs.

The District develops both a 15-credit hour and a 30-credit hour model course pathway for courses offered under CCP in consultation with a partnering college. Each pathway must include courses, which once completed, apply to at least one degree or professional certification offered at the college. The pathways may be organized by desired major or career path, or may include various core courses required for a degree or professional certification by the college. The pathways are published among the school's official list of course offerings for participant selection. No participant is required to enroll only in courses included in a model pathway.

The District implements a policy for awarding grades and calculating class standing for CCP courses that is equivalent to the school's policy for other advanced standing programs or District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's and relevant academic program's established standards for admission, enrollment and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program. The student and his/her parent also must sign and include in their application to the college, the permission slip developed by ODE and ODHE regarding the potential for mature subject matter in a course taken through CCP.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

Students may enroll only in eligible courses as defined in rules adopted by ODHE. Upon receipt of the notice of pre-term admission the student's secondary school verifies the student is enrolled in eligible courses. If the student is enrolled in ineligible courses the school notifies the student and their parent that they must withdraw from the ineligible course(s). Students failing to withdraw prior to the college's no-fault withdrawal date will be responsible for all tuition, fees and textbook costs for the course.

If a student completes an eligible college course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit awarded for eligible courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the eligible course(s) completed at the college.

2. If no comparable course is offered, the Board grants an appropriate number of elective credits.

3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to ODE. ODE's decision on these matters is final.

4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.

5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system CCP courses are treated in the same way as other advanced standing program or honors course.

<u>High School/College Enrollment</u>

1. A student who enrolls in CCP for the first time in:

    A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years.
    B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years.

C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years.

D. 12th grade may receive credit for up to the equivalent of one academic school year.

2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.

3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.

4. College courses for which three semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. To be eligible, students must meet one of the following criteria:

1. be considered remediation-free on one of the Ohio Revised Code (RC) 3345.061(F) assessments;

2. meet an alternative remediation-free option as defined by the Chancellor of ODHE in consultation with the State Superintendent of Public instruction or

3. have participated in CCP prior to September 30, 2021 and scored within one standard error of measurement below the remediation-free threshold on one of the RC 3345.061(F) assessments and

   A. have a cumulative high school grade point average (GPA) of at least 3.0 or for participating seventh or eighth grade students a cumulative GPA of 3.0 in the applicable grade level or

   B. receive a recommendation from a school counselor, principal or career-technical program advisor.

Underperforming Students/CCP Probation

A student meeting at least one of the following is considered an underperforming student for purposes of CCP:

1. Cumulative GPA of less than 2.0 in college courses taken through CCP or

2. Withdraw from or receive no credit for two or more courses in the same term.

A student meeting the definition of an underperforming student for two consecutive terms of enrollment is considered an ineligible student.

The student's secondary school will place an underperforming student on CCP probation within the program and notify the student, parent and the college they are enrolled in of their status. The student may enroll in no more than one college course in any term when on CCP probation and cannot enroll in a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Students enrolled in impermissible courses who fail to dis-enroll prior to the college's no-fault withdrawal date are responsible for all costs associated with the course(s) and dismissed from CCP as an ineligible student.

If a student taking a permissible college course after placement on CCP probation and the course grade raises the student's cumulative college course GPA to 2.0 or higher the student is removed from CCP probation and may participate in CCP without restrictions unless they again meet the definition of an underperforming student. A student on CCP probation who does not raise their GPA to the required minimum through the course grade, is dismissed from CCP by the student's secondary school.

Students dismissed from the program are prohibited from taking any college courses through CCP and must dis-enroll for any college courses they may be registered for in the next term prior to the no-fault withdrawal date.

Each secondary school establishes an academic progress policy defining the progress students must achieve to be reinstated in CCP on CCP probation. The policy must state that failure to make academic progress as defined in the policy will result in an extension of CCP dismissal. The policy also includes the procedures for a student to request an appeal of their CCP status.

A student may request the secondary school allow the student to participate in CCP after one term of CCP dismissal. Summer term is not counted as a term of dismissal unless the student is enrolled in one or more high school courses during the summer. Upon review of the student's academic progress through review of their full high school and college academic records the school will: continue the student's dismissal; place the student on CCP probation or allow the student to participate in CCP without restrictions in accordance with the school academic progress policy.

A student may appeal their status to the Superintendent within five business days of notification of CCP dismissal or prohibition from taking a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Upon consideration of any extenuating circumstances separate from academic performance that may have affected the student's CCP status the Superintendent will issue a decision within 10 business days after the appeal is made and may:

1. allow the student to participate in the program without restrictions;

2. allow the student to take a course in the subject area in which they received a grade of D or F or for which they received no credit;

3. allow the student to participate in CCP on CCP probation or

4. maintain the student's dismissal from the program.

The Superintendent's decision is final.

If the decision is to continue the student's dismissal and the student is enrolled in a college, the student's college will allow the student to withdraw from all courses in which the student is enrolled without penalty and the student's secondary school shall not be required to pay for those courses. If the Superintendent fails to issue a decision on the appeal within the required timeframe and the student is enrolled in a college, the college will allow the student to withdraw from all impermissible courses without penalty and, if the decision on the appeal is made after the institution's prescribed no-fault withdrawal date, the student's secondary school shall pay for those courses.

Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.

2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the eligible course at a public college/ university. Students participating in CCP under Option B at a private college may be charged tuition and/or fees unless they are economically disadvantaged.

3. If a student fails a CCP course, the student or parent(s) may be responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.

4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.

5. Upon parental application and determination of need an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/ university in which he/she is enrolled.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District code of conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.

2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

   The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.

4. The District will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

(Approval date: September 21, 2015)
(Re-approval date: October 21, 2019)
[Re-adoption date: January 10, 2022]

BLENDED LEARNING

The Board authorizes the Superintendent to determine the need for implementation of a blended learning environment for the District. When a blended learning environment is implemented the Board directs the Superintendent to develop policies and procedures.

A school is exempt from school year hourly requirements established in State law to the extent that a school alters the hours that it is open for instruction in order to accommodate blended learning opportunities that apply to all students.

If a school or part of a school is operated using a blended learning model or is to cease operating using a blended learning model, the Superintendent notifies the Ohio Department of Education of that fact by July 1 of the school year for which the change is effective.

[Adoption date: January 10, 2022]

LEGAL REFS.:
- ORC 3301.079
- 3302.41
- OAC 3301-35-03

CROSS REFS.:
- AFE, Evaluation of Instructional Programs (Also IM)
- EDE, Computer/Online Services (Acceptable Use and Internet Safety)
- GBH, Staff-Student Relations (Also JM)
- GCL, Professional Staff Development Opportunities
- IKE, Promotion and Retention of Students
- JO, Student Records

COCURRICULAR AND EXTRACURRICULAR ACTIVITIES

The purpose of education is to develop the whole person of the student. For this reason an educational program must embody, as an essential element, activities that involve students beyond the classroom and foster the values that result from interaction and united effort. Such activities form a logical extension of the required and general curriculum and the elective or special curriculum.

The Board has established the criteria for cocurricular and extracurricular activities consistent with its philosophy of, and goals for, education. All student activity programs must:

1. have educational value for students;

2. be in balance with other curricular offerings in the schools and be supportive of, and never in competition with, the academic program and

3. be managed in a professional manner.

The Board may require that students pay reasonable fees to participate in cocurricular and extracurricular activities.

The following guidelines govern the student activity programs.

1. Student activities are those school-sponsored activities that are voluntarily engaged in by students, have the approval of the school administration and do not carry credit toward promotion or graduation.

2. Each school, under the direction of the principal and certificated staff, has a student activity program designed to stimulate student growth and development by supplementing and enriching the curricular activities. All receipts and expenditures are accounted for through the activity account.

3. Each activity should be designed to contribute directly to the educational, civic, social and ethical development of the students involved.

4. The student activity program receives the same attention in terms of philosophy, objectives, social setting, organization and evaluation as that given the regular school curriculum.

5. Each school develops written guidelines and procedures regulating the creation, organization, administration and dissolution of student activity programs. The Superintendent reports annually to the Board the general purposes, plans and financial status of the cocurricular and extracurricular programs of the District.

6. The expenses involved in participating in any school activity and in the total program for a school year should be set so that a majority of the students may participate without financial strain. Special consideration may be given in cases in which the expense of participating would result in exclusion.

7. Activities must be open to all students, regardless of race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability or military status.

8. Activities must not place undue burdens upon students, teachers or schools.

9. Activities should not interfere with regularly scheduled classes. This limitation often requires conducting such activities beyond the regular school day, if possible.

10. Activities at any level should be unique, not duplications of others already in operation.

11. Students participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities.

12. Students suspended and expelled from school are banned from extracurricular activities. Students may also be suspended from extracurricular activities for violations of the student code of conduct or the code of conduct of the particular activity in which they participate. Students absent from school are not permitted to participate in extracurricular activities on that date.

13. Annually, the Board directs the Superintendent/designee to identify supplemental contract positions that supervise, direct or coach a student activity program that involves athletic, routine/regular physical activity or health and safety considerations. Upon the identification of the position, the individual must complete the requirements established by the Ohio Department of Education and State law.

14. Students may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at an interscholastic competition, extracurricular event or other school-sponsored activity.

15. Students may be removed from extracurricular activities when their presence poses a continuing danger to persons or property or an ongoing threat of disruption. If a student is removed from extracurricular activities, such removal may include all extracurricular activities in which the student is involved.

16. Resident students enrolled in community schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

17. Resident students attending STEM and STEAM schools are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

18. Resident students attending a nonpublic school are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level, as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

19. Resident students receiving home instruction in accordance with State law are permitted to participate in the District's extracurricular activities, including interscholastic athletics, at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: September 19, 2011]
[Re-adoption date: April 15, 2013]
[Re-adoption date: March 17, 2014]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.537; 3313.5311; 3313.5312; 3313.5314; 3313.58; 3313.59;
3313.661; 3313.664
3315.062
3319.16
3321.04
Chapter 4112
OAC 3301-27-01; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
DJ, Purchasing
IGCH, College Credit Plus (Also LEC)
IGDC, Student Social Events
IGDF, Student Fundraising Activities
IGDG, Student Activities Funds Management
IGDJ, Interscholastic Athletics
IGDK, Interscholastic Extracurricular Eligibility
JECBC, Admission of Students from Non-Chartered or Home Schooling
JED, Student Absences and Excuses
JFCJ, Weapons in the Schools
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JN, Student Fees, Fines and Charges
KGB, Public Conduct on District Property
KK, Visitors to the Schools
Student Handbooks

STUDENT SOCIAL EVENTS

All student functions held in the name of the District must be approved by the principal and supervised by one or more faculty members or approved volunteers.

All school functions such as parties, dances, etc. are held in the school building unless otherwise approved by the principal and/or the Superintendent.

Outsiders are not permitted to attend such functions unless so permitted by the building principal. Students present, together with chaperones, are held accountable for proper care of facilities used.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.53; 3313.58; 3313.59
3315.062
OAC 3301-35-02; 3301-35-03

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IICC, School Volunteers

STUDENT FUNDRAISING ACTIVITIES

The Board believes in providing opportunities for students to participate through cocurricular activities in fundraising projects that contribute to their educational growth and that do not conflict with the instructional program. Since the Ohio Revised Code and the Auditor of State's office mandate careful accounting of the receipt and expenditure of such funds, all fiscal operations of student groups must be in compliance with the following guidelines. All such related activities must be:

1. conducted by a recognized student group for the purpose of contributing to educational objectives;

2. appropriate to the age or grade level;

3. activities in which schools may appropriately engage;

4. conducted under the supervision of teachers, advisers or administrators;

5. conducted in such a manner and at such times as not to encroach upon instructional time or interfere with regularly scheduled school classes and activities;

6. scheduled so as not to be unduly demanding on secretarial, teacher and principal time or work;

7. evaluated annually by teachers, advisers, administrators and students;

8. limited in number so as not to become a burden or nuisance to the community and

9. sensitive to direct competition with fundraising efforts sponsored by recognized groups and organizations within the community.

The application of the above criteria for student sales and activities is supervised by the building principal with the approval of the Treasurer. Each principal submits to the Treasurer a list of the proposed sales or fund drives that the school plans to conduct during the school year and the purpose for which the funds are going to be used. The Treasurer then indicates his/her approval or disapproval within the limitations of the above criteria.

Online fundraising/crowdfunding campaigns also must be conducted in accordance with related policies and procedures.

Funds derived from approved student fundraising activities are handled by the Treasurer's office in accordance with the Auditor of State's requirements.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811
3315.062

CROSS REFS.: GBIA, Online Fundraising Campaigns/Crowdfunding (Also IGDFA)
IGD, Cocurricular and Extracurricular Activities
IGDG, Student Activities Funds Management
IICA, Field Trips

ONLINE FUNDRAISING CAMPAIGNS/CROWDFUNDING

The Board believes that online fundraising campaigns, including crowdfunding campaigns, may support and further the interests of the District.

All crowdfunding campaigns must be reviewed by and receive prior approval from the Superintendent/designee. The District agrees to post any approved crowdfunding campaign on the District website.

In order for a crowdfunding campaign to be approved, the campaign must:

1. be conducted in compliance with all State and Federal laws, as well as relevant District policies and procedures, including those governing the confidentiality of student information. No information that could personally identify a student, including student names or images, may be used without the prior written consent of parents or adult students. The Superintendent/designee must review all images and text used as part of the campaign.

2. be compatible with the District's educational philosophy, needs, technical infrastructure, and core values. The organizer must submit in writing to the Treasurer a statement identifying the purpose(s) for raising the money. All online fundraisers must be conducted in accordance with District policies and procedures.

3. be in the name of the school or District with all donations being sent, paid or contributed directly to the school or District. Staff are prohibited from establishing campaigns that are directly sent, paid or contributed to a staff member in lieu of the District or school.

4. be reviewed to determine whether the crowdfunding site obligates the District to assume any responsibility to file required reports of charitable activities.

The Superintendent/designee maintains a documentation of campaign approval, details of the campaign, a printed copy of the website, copies of all related agreements and permission forms, copies of any checks donated and any inventory listing non-monetary donations.

No donations of money, property, equipment, or materials are accepted without Board approval and all donations accepted are the property of the District. Upon acceptance, donations are promptly entered into the District property inventory or deposited into District bank accounts and are subject to normal fiscal oversight and auditing. Donations are used solely for the purpose(s) stated in the campaign, provided the purposes are lawful and do not remove the authority of the Board.

[Adoption date: October 21, 2019]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232g
ORC 9.38
2921.43
3313.51
3319.321

CROSS REFS.: GBCA, Staff Conflict of Interest
GBI, Staff Gifts and Solicitations
IGDF, Student Fundraising Activities
KH, Public Gifts to the District
KI, Public Solicitations in the Schools

STUDENT ACTIVITIES FUNDS MANAGEMENT

The Board recognizes that well-balanced and effectively administered student activity programs will stimulate student growth and development by supplementing and enriching curricular activities. These student activity programs shall provide varied opportunities for students to grow in areas such as leadership, group interaction, individual responsibility and management, project organization and completion and social development.

Approved activities will be selected from and conform to the list of activities adopted by the State Board of Education. Each student activity program shall be classified in one of two categories, depending upon whether or not students are involved in management of the program. The Student Activity Program Fund (Fund 200) includes activities which have students involved in the management of the program. These student-managed programs exist to promote the general welfare, education and morale of all students and to finance the normal legitimate co-curricular activities of the student body organizations. Fund 300 contains those student activity programs which do not have student management, such as athletic and music funds. These programs exist to promote participation in athletic programs, music programs and other similar types of activities.

In order for a student activity program to be established and approved by the Board, its written purpose must be recommended by the Superintendent. Activity groups whose purpose and goals have thus been approved shall prepare annually a fiscal budget itemizing sources of revenue and anticipated expenditures. A recommended annual budget shall be submitted by each student activity group for approval as a part of the District's calendar year appropriation.

All receipts and expenditures for all student activity programs must meet the same standards and comply with the same procedures which apply to General Fund (Fund 001) receipts and expenditures.

Pursuant to ORC 117.05 (B), all expenses and receipts for student activity programs shall be accounted for in accordance with the Ohio Uniform School Accounting System. All student activity expenditures must serve a public purpose consistent with the stated purpose and annual budget of the activity program involved. In general, a public purpose is served, provided expenditures do not benefit individuals or are the responsibility of the General Fund or some other fund of the Board. A public purpose shall be deemed to have been served if each student activity program expenditure promotes and supports the welfare of students; is consistent with the purpose, goals and budget of the program and the requisition/purchase order for the expenditure has been signed by authorized school officials.

Within the limits established by ORC 3315.062, the Board may include provision for student activity programs in its General Fund appropriation. Appropriations for this purpose will not exceed one-half of one percent of the Board's annual operating budget.

The Board delegates the responsibility for the development and control of activity programs to the Superintendent and the establishment and functioning of the Activity Fund to the Treasurer.

The Board directs the Superintendent and the Treasurer to develop and disseminate Activity Fund guidelines incorporating requirements to the appropriate sections of the Ohio Revised Code and the directives of the Auditor of State. The Superintendent and the Treasurer shall review the Activity Fund guidelines annually prior to September 1 and revise the guidelines, as necessary, to keep them in compliance with current directives.

In accordance with the direction provided by the Auditor of State's office in Circular 81-9, the following duties and responsibilities are assigned:

Treasurer. The Treasurer shall be the treasurer of student activity moneys. The Treasurer shall have sole responsibility for the enforcement of accounting procedures and internal control procedures, including supervision of the annual internal audit to be conducted to verify compliance with Board procedures.

Superintendent. The Superintendent is responsible for administering all Board policies, except those required of the Treasurer. The Superintendent or his/her designee shall have the authority to approve all policy and purpose statements along with the budget.

Principal. The building principal or other authorized administrator shall be responsible for the approval of requisitions for expenditure of student activity moneys and for the management of student activity programs under his/her jurisdiction.

Activity Sponsor. Activity sponsors, under the direction of the building principal or other authorized administrator, will be responsible for:

1. preparation of budgets and purpose clauses of the activity group to be submitted annually to the Superintendent or his/her designee and to the Board for approval;

2. supervising activities of the activity group;

3. preparing all necessary documentation associated with student activity receipts and expenditures and

4. any other duties as assigned by the principal or other authorized administrator.

Cashier. The cashier for each school shall be responsible for the accurate and secure handling and depositing of monies received by student activity programs. The cashier is responsible to the District Treasurer in carrying out this responsibility.

Athletic Director. Responsibilities include:

1. preparation of annual budgets to be submitted annually to the Superintendent or his/her designee and to the Board for their approval;

2. supervising activities of all sports/music programs;

3. preparing all necessary documentation associated with the athletic/music programs;

4. may recommend necessary security personnel as required to ensure the safe operation of athletic/music contests and

5. any other duties as assigned by the principal or authorized administrator.

Closing Activity Accounts That Are No Longer Functioning

When inactive funds remain in Board activity accounts because an activity has been discontinued or a class has graduated, such funds are public funds and will be disposed of in accordance with the policy of the Board. Upon recommendation of the Superintendent and approval of the Board, inactive funds will be disposed of in the following manner:

1. Responsible persons of an activity organization which is being discontinued may recommend to the Superintendent that the Board approve transfer of unused funds to another fund. Once the organization has been discontinued, however, any excess funds will be transferred to the General Fund of the Board.

2. Funds of graduating classes which are unused will be assigned to the next incoming freshman class after all bills and encumbrances have been met. The Treasurer will develop regulations required for managing these transfers.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.51; 3313.53; 3313.811
3315.062
5705.41; 5705.412

CROSS REFS.: DH, Bonded Employees and Officers
DI, Fiscal Accounting and Reporting
DJ, Purchasing
DJF, Purchasing Procedures
IGD, Cocurricular and Extracurricular Activities
IGDF, Student Fundraising Activities

INTERSCHOLASTIC ATHLETICS

Participation by students in athletic competition is a privilege subject to Board policies and regulations. While the Board takes great pride in winning, it emphasizes and requires good sportsmanship and a positive mental attitude as prerequisites to participation.

The Superintendent and administrative staff schedule frequent conferences with all physical education instructors, coaches and athletic directors to develop a constructive approach to physical education and athletics throughout the District and to maintain a program that is an educational activity.

Interscholastic athletic programs are subject to approval by the Board. The building principal is responsible for the administration of the interscholastic athletic program within his/her school. In discharging this responsibility, the principal consults with the athletic directors, coaches and physical education instructors on various aspects of the interscholastic athletic program. It is the responsibility of the principal and his/her staff to ensure the proper management of all athletic and physical education programs and the safety of students and the public.

The Board may require that students pay reasonable fees to participate in interscholastic athletics.

Coaches are required to complete all approved course work as specified by State law, the Ohio High School Athletic Association (OHSAA) and the Ohio Department of Education in order to qualify to serve as coaches.

In the conduct of interscholastic athletic programs, the rules, regulations and limitations outlined by the OHSAA and State law must be followed. It is the responsibility of the District's voting delegate to OHSAA to advise the management team of all pending changes in OHSAA's regulations.

Eligibility requirements for participating in athletic programs must conform to regulations of the OHSAA. They include the requirements that a student have the written permission of his/her parent(s) and shall have been determined as physically fit for the chosen sport by a licensed physician.

All students participating in interscholastic athletics must be covered by insurance. This insurance may be available for purchase through the District. If parents choose not to purchase insurance provided by the District, the parent(s) must sign a waiver ensuring that private coverage is provided.

As character building is one of the major objectives of interscholastic athletics, the athlete assumes responsibility for regulating his/her personal life in such ways as to make him/her a worthy representative of his/her school.

Any student may be suspended from an athletic team practice and competition for a period of time, designated by the principal, for infractions of school rules and regulations or for any other unacceptable conduct in or out of school.

Students in grades 9-12 are eligible for athletics for the first 50% of the maximum allowable regular season contests in the sports the student participated in during the 12 months immediately preceding the transfer, and are ineligible for the remainder of the regular season contests and ineligible to participate in OHSAA tournaments in these sports until the one-year anniversary date of enrollment in the school to which the student transferred. If the transfer takes place during the sport season in which a student has participated in a regular season interscholastic contest, the student is ineligible for the remainder of that sport's season and the student must finish fulfilling his/her transfer consequence, for only that sport in which the mid-season transfer occurred, at the commencement of the sport season during the next school year and is ineligible for all preseason and regular season contests until the total number of regular season contests missed (including those missed during the previous season) equals 50% of the maximum allowable regular season contests in that sport. Exceptions to the eligibility provisions are outlined in the OHSAA Bylaws.

Resident students enrolled in community schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending STEM and STEAM schools are permitted to participate in the District's interscholastic athletics program at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students attending a nonpublic school are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned if the nonpublic school the student is enrolled in does not offer the activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students receiving home instruction in accordance with State law are permitted to participate in the District's interscholastic athletic programs at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent, and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Foreign exchange students enrolled in a recognized visitor exchange program may be eligible to participate in interscholastic athletics in accordance with OHSAA Bylaws.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: April 15, 2013]
[Re-adoption date: March 17, 2014]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.537; 3313.5310; 3313.5311; 3313.5312; 3313.5314; 3313.539; 3313.66; 3313.661; 3313.664
3315.062
3319.303
3321.04
3707.52
OAC Chapter 3301-27

CROSS REFS.: IGCH, College Credit Plus (Also LEC)
IGD, Cocurricular and Extracurricular Activities
IGDK, Interscholastic Extracurricular Eligibility
IKF, Graduation Requirements
JECBC, Admission of Students from Non-Chartered or Home Schooling
JGD, Student Suspension
JGE, Student Expulsion
JN, Student Fees, Fines and Charges
Student Handbooks

INTERSCHOLASTIC EXTRACURRICULAR ELIGIBILITY

The Board recognizes the value of interscholastic extracurricular activities for students in grades 7-12 as an integral part of the total school experience. Since participation in interscholastic extracurricular activities is a privilege and not a right, students are expected to demonstrate competence in the classroom as a condition of participation.

Interscholastic extracurricular activities are defined as school-sponsored student activities involving more than one school or school district.

The Board permits students in grades 9-12 to participate in interscholastic extracurricular activities if they receive a failing grade in the previous grading period.

As a condition for the privilege of participating in interscholastic extracurricular activities, a student must have attained a minimum grade-point average of 2.0 on a 4.0 grading scale for the previous grade period or have a minimum accumulative grade-point average of 2.0 on a 4.0 grade scale.

In addition, students participating in any program regulated by the Ohio High School Athletic Association must also comply with all eligibility requirements established by the Association. In order to be eligible, a high school student must have passed a minimum of five one-credit courses or the equivalent, that count toward graduation, in the immediately preceding grading period. The five courses may be a combination of high school and college courses.

A student enrolled in the first grading period of the ninth grade after advancement from the eighth grade must have passed a minimum of five of all subjects carried the immediately preceding grading period in which the student was enrolled in the eighth grade.

A student enrolling in the seventh grade for the first time will be eligible for the first grading period regardless of the previous academic achievement. Thereafter, in order to be eligible, the student in grade seven or eight must be currently enrolled in school the immediately preceding grading period, and received passing grades during that grading period in a minimum of five of those subjects in which the student received grades.

Failure to comply with the grading period eligibility requirements results in extracurricular interscholastic ineligibility for the succeeding grading period.

If a student received home instruction in the grading period preceding participation, the student must meet any academic requirements established by the State Board of Education for the continuation of home instruction to be eligible to participate in the program.

If a student did not receive home instruction in the grading period preceding participation, the student's academic performance during the preceding grading period must have met any academic standards established by the District for eligibility to participate in the program.

Any student who commences home instruction after the beginning of the school year and at that time was considered ineligible to participate in extracurricular activities for failure to meet academic requirements or any other requirements will be ineligible to participate in the same semester the student was deemed ineligible.

[Adoption date: March 16, 1998]
[Re-adoption date: December 30, 2002]
[Re-adoption date: January 19, 2004]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.535; 3313.537; 3313.5311; 3313.5312; 3313.66; 3313.661
3315.062
OAC Chapter 3301-27

CROSS REFS.: IGD, Cocurricular and Extracurricular Activities
IGDJ, Interscholastic Athletics
JECBC, Admission of Students from Non-Chartered or Home Schooling
JFC, Student Conduct (Zero Tolerance)
Student Handbooks

AWARDING OF HIGH SCHOOL DIPLOMAS TO VETERANS OF WAR

In order to recognize the contributions and sacrifices made by veterans who left high school prior to graduation to serve in the armed forces during World War II, the Korean Conflict or the Vietnam Conflict, the Board may award a high school diploma to any veteran of this state, or posthumously to a living relative of a deceased veteran of this state, who meets the requirements established by State law.

The Board may grant a diploma to a World War II, Korean Conflict or Vietnam Conflict veteran if all of the following apply.

1. The veteran either left a public or nonpublic high school located in any state prior to graduation:

   A. in order to serve in the armed forces of the United States or

   B. due to family circumstances and subsequently entered the armed forces of the United States.

2. The veteran received an honorable discharge from the armed forces of the United States.

3. The veteran has not been granted a diploma, honors diploma, a diploma of adult education or a diploma from another school.

The veteran is not required to take the high school equivalency tests approved by the Ohio Department of Education or any graduation test in order to qualify for a diploma.

The Governor's Office of Veterans' Affairs has developed and adopted an application form for use by all county veterans service offices. Upon verification that all requirements have been met, the application is forwarded to the Board and the diploma may be awarded.

The Board may grant a high school diploma to any woman who left high school in any state during World War II, the Korean Conflict or the Vietnam Conflict if the woman either:

1. left school to join the workforce to support her family or to join the war effort or

2. left school due to family circumstances and subsequently joined the workforce or war effort.

The woman must either be a current resident of the state of Ohio or have been previously enrolled in an Ohio high school.

Veterans' diplomas are presented in conjunction with appropriate events, programs or other occasions, as determined by the Superintendent.

[Adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: April 15, 2013]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.61; 3313.611; 3313.612; 3313.614; 3313.616
5902.02

INSTRUCTIONAL MATERIALS

As the governing body of the District, the Board is legally responsible for the selection of instructional materials. Since the Board is a policymaking body, it delegates to the administrative and teaching staff of the District authority to recommend instructional and supplemental materials.

Materials for school classrooms are recommended by appropriate certificated staff in consultation with the Superintendent and other sources as needed. Final decision relative to purchase rests with the Superintendent, subject to official adoption by the Board in the case of textbooks.

The Board believes that it is the responsibility of the District to provide:

1. materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;

2. materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;

3. a background of information that enables students to make intelligent judgments in their daily lives;

4. diverse viewpoints so that young citizens may develop, under guidance, the practice of analytical reading and thinking and

5. materials representative of the many religions and ethnic and cultural groups, showing their contributions to our American heritage.

The above principles serve as guides in the selection of all instructional materials including, but not limited to, textbooks, supplementary books, library books, computer software, Internet access sites, films, video and audio recordings.

Parents are provided the opportunity to review the selection of textbooks and reading lists, instructional materials and academic curriculum used by the District. In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audiovisual materials and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC Section 1232h
ORC 3313.21; 3313.212, 3313.642
3329.06; 3329.07; 3329.08
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IIAA, Textbook Selection and Adoption
IIAC, Library Materials Selection and Adoption
KLB, Public Complaints About the Curriculum or Instructional Materials

TEXTBOOK SELECTION AND ADOPTION

In selecting textbooks for use in the District, the Board carefully considers the rights, freedoms and responsibilities of students, parents and teachers. Efforts are made to:

1. preserve each student's right to learn in an atmosphere of academic freedom;

2. support each teacher's responsibility to exercise professional judgments in his/her work and at the same time supply teachers with an awareness of their responsibility to meet the District's educational goals and objectives and

3. recognize the right of parents to influence the education of their children. (The Board does not, however, allow the wishes of an individual parent to infringe upon the rights of other students in any class.)

The Superintendent establishes textbook and/or curriculum committees that include representation of teachers who use the texts, administrators and other staff members. Students and parents may also be asked to serve on these committees. Parents are provided the opportunity to review the selection of textbooks and reading lists, instructional materials and academic curriculum used by the District.

The final decision on the recommendation of textbooks rests with the Superintendent, subject to official adoption by the Board.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: May 15, 2017]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.21; 3313.212
3313.642
3329.01; 3329.06; 3329.07; 3329.08
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IIA, Instructional Materials
KLB, Public Complaints About the Curriculum or Instructional Materials

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The right to a free choice among alternatives is basic to a democratic society. It is through the exercise of the freedoms set forth in the Bill of Rights that an informed choice can take place. Our educational system must, therefore, allow free access to a full range of instructional materials to ensure the realization of this freedom.

Needs of the individual school, based on knowledge of the curriculum and the existing collection, are given first consideration. Supplementary materials and other resources are selected by the certificated staff to increase the effectiveness of the instructional program. Supplementary instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audiovisual materials and materials available in electronic or digital formats (such as materials accessible through the Internet).

Materials are considered on the basis of overall purpose; timeliness or permanence; importance of the subject matter; quality of the writing or production; readability and popular appeal; authoritativeness; reputation of the publisher or producer; reputation and significance of the author, artist, composer, producer, etc.; format and price.

Supplementary materials support and are consistent with the general educational goals of the District and the written objectives of specific courses.

The materials should make a contribution to the balance of the individual school collection of materials for which they are selected. Materials should be appropriate for the subject area, age level, ability level, emotional development and social development of the students for whom they are selected.

Each item should be approached from a broad perspective, looking at the work as a whole and judging controversial elements in context rather than as isolated parts. Periodicals, for example, should be selected and purchased for their overall reputation, and should not be rejected because of an occasional article that may be offensive.

Films and other rented instructional materials are used in the classroom for education purposes only. No rented film that includes a notice that the film is intended for “home use only” will be shown to a class for entertainment purposes.

When using film, instructional television or any other technology (coupled with graded courses of study and general curriculum materials), teachers should keep in mind that the software delivered to the student must be suitable to both the skill and maturity level of the learner. Federal copyright rules must be followed at all times.

In addition, parents have the right to inspect any materials used as part of the educational curriculum to which their child will be exposed.

The recommendation of supplementary materials rests with the Superintendent/designee and final approval rests with the Board.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: May 15, 2017]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: U.S. Const. Art. I, Section 8
Copyright Act, 17 USC 101 et seq.
Family Educational Rights and Privacy Act; 20 USC Section 1232h
ORC 3313.642
3329.06; 3329.07; 3329.08
OAC 3301-35-04; 3301-35-06

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IIAA, Textbook Selection and Adoption
IIAC, Library Materials Selection and Adoption
KLB, Public Complaints About the Curriculum or Instructional Materials

LIBRARY MATERIALS SELECTION AND ADOPTION

The Board believes the responsibility of the school library is to:

1. provide materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;

2. provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;

3. provide a background of information which enables students to make intelligent judgments in their daily lives;

4. provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking;

5. provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage and

6. place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from personnel. Students may also be encouraged to make suggestions. The librarian is responsible for evaluating and recommending all materials to be included in the school library. Authority for distribution of funds rests with the building principal, subject to the approval of the Superintendent.

Gifts of library books are accepted in keeping with the above policy on selection as well as the Board's policy on accepting gifts. Complaints about library books are handled in compliance with Board policy on complaints about the curriculum or instructional materials.

[Adoption date: August 21, 1995]
[Re-adoption date: May 15, 2000]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3329.05; 3329.07
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IIA, Instructional Materials
KH, Public Gifts to the District
KLB, Public Complaints About the Curriculum or Instructional Materials

DISTRICT WEBSITES

District websites and school Web pages provide opportunities to engage students, impact student learning and interact with the community. District websites:

1. give the Board opportunities to communicate its mission, goals, policies and plans with the community;

2. allow individual schools to provide current and complete information to its community at large;

3. give the community a means to communicate effectively with the Board and staff;

4. create expanded means for student expression;

5. provide avenues for teachers to help students meet high standards of performance and

6. provide opportunities for staff to communicate with students.

Accessibility of Website

The District is committed to ensuring the accessibility of its website for students, parents, and members of the community, including individuals with disabilities, except where doing so would impose an undue burden or create a fundamental alteration.

Advertising or Sponsorships

Any use of advertising or sponsorships that appear on the District's website must be approved by the Superintendent/designee. Use must be consistent with District policies and guidelines for other District publications.

The Board directs the Superintendent to develop regulations to implement all the provisions of this policy. These regulations shall address staff and student privacy and content standards for website publications.

[Adoption date: October 15, 2001]
[Re-adoption date: December 30, 2002]
[Re-adoption date: March 21, 2005]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g et seq.
Children's Internet Protection Act; 47 USC 254(h)(5)(b)(iii); (P.L. 106-554, HR 4577, 2000, 114 Stat 2763)
Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Rehabilitation Act of 1973; 29 USC 794
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
ORC 149.43
3313.20
OAC 3301-35-04; 3301-35-06

CROSS REFS.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Disability
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
JO, Student Records
KBA, Public's Right to Know
KJ, Advertising in the Schools

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of the community are important objectives of the District's educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The administration directs community instructional resources designed to involve the citizens, institutions and environment of our community in the education of its children.

The Superintendent has supervisory control over community relations, which includes school volunteer service. Members of the staff and of the community are encouraged to offer their ideas and services through the channels that the administration develops.

The Superintendent reports to the Board on the involvement and effectiveness of community relations.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: GBQ, Criminal Records Check
IICC, School Volunteers

FIELD TRIPS

The Board recognizes that there is a vast quantity and variety of learning resources outside school walls and is aware of the potential our community has for improving the quality and depth of educational experiences. Whatever students can experience firsthand is often more meaningful to them than that which is only discussed or read about.

Field trips – properly planned, supervised and integrated into the instructional program – are not to be considered "outings" or days off from school, but rather extensions of the curriculum.

All field trips sponsored by the schools are educational in nature and are directly related to the subject matter and the course objectives of instruction at the particular grade level. Field trips are lessons and are to be planned as such, with objectives determined in advance. Appropriate instruction should precede and follow each field trip. All field trips must be approved by the Board or its designee.

To the extent feasible, community resource persons and organizations are involved in planning and conducting field trips so that students derive the greatest educational benefit from the trip.

Non-School-Sponsored Field Trips

Non-school-sponsored field trips organized by employees acting as independent contractors/agents involving students on a volunteer, self-supporting basis are not approved by the Board and are not considered a part of the curriculum. Responsibility for privately planned field trips or tours rests with the individuals and agency sponsoring them. The Board assumes no legal or financial responsibilities for non-school-sponsored field trips.

If recruitment of students for a field trip is sought through the schools, the recruitment request shall be made with approval of the Superintendent. Recruitment efforts shall not occur during class time or the employee's workday.

Travel Vendor Compensation

Any compensation paid by a private travel vendor to a District official or employee, after the official or employee has participated in selecting the vendor to provide a field trip, is considered "public money" and must be returned to the District.

All travel arrangements must be in compliance with District field trip regulations and approved by the Superintendent or his/her designee.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: January 18, 2005]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3327.15
OAC 3301-35-01; 3301-35-06

CROSS REFS.: IF, Curriculum Development
IGDF, Student Fundraising Activities
JN, Student Fees, Fines and Charges

SCHOOL VOLUNTEERS

The Board believes one of the greatest resources available may be found in the citizens of the community who have special knowledge and talents to contribute to the District. The use of citizens as volunteers within the school program enhances the educational process not only for students, but for the community as well. Volunteers may provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide resource persons who have expertise in various areas.

Recruitment and selection of volunteers is done at the local building level. Interested individuals should contact the building principal or his/her designee. The interests and abilities of the volunteers are considered when making assignments.

All volunteers shall be registered with the District office and at the appropriate building. Standard procedures for record keeping include hours contributed by various volunteers, types of services or donations made and an application kept on file at the local school for any volunteer who works directly with students, especially in tutorial relationships.

The District notifies current and prospective volunteers who have or will have unsupervised access to students on a regular basis that a criminal records check may be conducted at any time.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 121.401
2305.23; 2305.231
Chapter 2744
3319.39

CROSS REFS.: GBQ, Criminal Records Check
GDBB, Classified Staff Pupil Activity Contracts
IIC, Community Instructional Resources (Also KF)

CAREER ADVISING

The Board views career advising as helping students understand themselves relative to their abilities, aptitudes, interests, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to educational and career matters. This policy is supplemented by student graduation plans developed in accordance with law.

This policy is reviewed biennially and made available to students, parents, guardians/custodians, local postsecondary institutions and residents of the District. This policy is posted in a prominent location on the District website.

The District will do all of the following.

1. Provide students with grade-level examples linking schoolwork to one or more career field(s) through use of the State Board adopted career connections.

2. Create a plan to provide career advising to students in grades six through 12.

3. Provide additional interventions and career advising for students who are identified as at risk of dropping out of school using both research- and locally-based methods developed with input from classroom teachers and guidance counselors.

4. Train employees on advising students on career pathways, including the use of online tools.

5. Develop multiple, clear academic pathways students can use to earn a high school diploma.

6. Identify and publicize courses in which students can earn both traditional academic and career-technical credit.

7. Document career advising provided to each student.

8. Prepare students for their transition from high school to their postsecondary destinations.

Student success plans (SSP) are developed for students identified as at risk of dropping out of school. A SSP identifies the student's chosen academic pathway to graduation and the role of career-technical and competency based education and experiential learning, as appropriate in that chosen pathway. The student's parents, guardians or custodians are invited to assist in the development of the SSP. A copy of the SSP, a statement regarding the importance of a high school diploma and the academic pathways available to the student for successful graduation is provided to parents, guardians or custodians who do not participate in development of the student's SSP. Following SSP development, the District provides career advising aligned with the student's individual plan and the District's plan for career advising.

[Adoption date: September 21, 2015]
[Re-adoption date: October 21, 2019]
[Re-adoption date: June 15, 2020]

LEGAL REF.: ORC 3313.617; 3313.6020

CROSS REFS.: AFI, Evaluation of Educational Resources
IJ, Guidance Program
IKFC, Graduation Plans and Students at Risk of Not Qualifying for a High School Diploma
IL, Testing Programs
JK, Employment of Students

ACADEMIC ACHIEVEMENT

The philosophies of the Board concerning academic achievement and students' social growth and development are based on the premise that students have diverse capabilities and individual patterns of growth and learning.

The Board believes that it is important that teachers have extensive and accurate knowledge of each student in order to assess his/her needs and his/her growth and to be competent to make appropriate instructional plans for the student. Sharing of information among parent(s), teacher and student is essential.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: OAC 3301-35-02; 3301-35-03; 3301-35-04; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
IKA, Grading Systems
IKAB, Student Progress Reports to Parents

GRADING SYSTEMS

Grading is a system of measuring and recording student progress and achievement that enables students, parents and teachers to assess strengths and weaknesses; plan an educational future for students in the areas of the greatest potential for success; and know where remedial work is required.

The Board believes students respond more positively to the opportunity for success than to the threat of failure. Therefore, the District seeks in its instructional program to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

The Board recognizes that a system of grading student achievement can help students, teachers and parents to better assess progress toward personal educational goals and assist the students in implementing that progress.

The administration and certificated staff devise grading systems for evaluating and recording student progress. The records and reports of individual students are kept in a form that is understandable to parents as well as teachers. The Board approves the grading and reporting systems as developed by the faculty, upon recommendation of the Superintendent.

The Board recognizes that any grading system, however effective, has subjective elements. There are fundamental principles that must guide all instructors in the assignment of marks and achievement.

1. The achievement mark in any subject should represent the most objective measurement by the teacher of the achievement of the individual. A variety of evaluation measures are used and accurate records are kept to substantiate the grade given.

2. An individual should not receive a failing grade unless he/she has not met stated minimum requirements.

3. Grades are a factor used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student in achieving better grades by the next grading period, if possible.

Final decision on any grade is the responsibility of the building principal.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: OAC 3301-35-04; 3301-35-06

CROSS REFS.: IK, Academic Achievement
IKAB, Student Progress Reports to Parents

STUDENT PROGRESS REPORTS TO PARENTS

The Board believes that it is essential for parents to be kept fully informed of their children's progress in school. The type of progress reports sent to parents are devised by the certificated staff in cooperation with parents.

Written reports are provided to parents of children in grades one through 12 four times per year. Progress reports are sent to parents at the completion of each grading period. Interim reports are also required for students in danger of failing. Direct notification of parents is encouraged. Conferences with parents are used as an integral part of the reporting system.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REF.: OAC 3301-35-06

CROSS REF.: IK, Academic Achievement

HOMEWORK

As long as it is properly designed, carefully planned and geared to the development of the individual student, homework meets a real need and has a definite place in the educational program. It is not used for disciplinary purposes.

Homework is assigned to help the student become more self-reliant, learn to work independently, improve the skills that have been developed and complete certain projects, such as the reading of worthwhile books and the preparation of research papers. Home study assignments also afford a way for parents to acquaint themselves with the school program and their own children's educational progress.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: OAC 3301-35-04; 3301-35-06

PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote or retain a student is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Administrative guidelines must be developed and reviewed and may include the following elements.

1. A student receiving passing grades in the core courses is promoted.

2. A student having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.

3. No conditional promotions are permitted.

4. A student having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.

5. No student having passing grades, "D" or above, throughout the year is failed.

6. No student should be retained more than twice in the elementary grades, kindergarten through eighth grade.

7. Documentary and anecdotal evidence should be available to justify retention.

Any student who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student's principal and the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

"Academically prepared" means that the principal, in consultation with the student's teacher(s), has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

Any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. The student is an English learner who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in an English as a second language program.

2. The student is a child with a disability entitled to special education and related services under RC 3323 and the student's Individualized Education Program (IEP) exempts the student from retention under this division.

3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.

4. All of the following apply:

   A. The student is a child with a disability entitled to special education and related services under RC 3323.

   B. The student has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.

   C. The student's IEP or 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.

   D. The student previously was retained in any of grades kindergarten to three.

5. The student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Any student who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the District-level midyear promotion policy.

[Adoption date: July 31, 1995]
[Re-adoption date: July 21, 1997]
[Re-adoption date: August 16, 1999]
[Re-adoption date: August 21, 2000]
[Re-adoption date: May 20, 2002]
[Re-adoption date: December 30, 2002]
[Re-adoption date: May 16, 2005]
[Re-adoption date: April 16, 2012]
[Re-adoption date: November 19, 2012]
[Re-adoption date: April 15, 2013]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 10, 2020]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711; 3301.0712; 3301.0715;
3313.608; 3313.609; 3313.6010; 3313.6012
3314.03
OAC 3301-35-04; 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
IGBE, Remedial Instruction (Intervention Services)
IGBEA, Reading Skills Assessments and Interventions (Third Grade Reading Guarantee)
IGCD, Educational Options (Also LEB)

ACCELERATION

Academic Acceleration, Early Entrance to Kindergarten, and Early High School Graduation

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards vary from student to student. The Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments and instructional interventions more commonly provided to older peers.

This policy describes the process that is used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers and granted early graduation from high school.

Referrals and Evaluation

1. Any student residing in the District may be referred by a teacher, administrator, gifted education specialist, guidance counselor, school psychologist or a parent or legal guardian of the student to the principal of his/her school for evaluation for possible accelerated placement. A student may refer himself/herself or a peer through a District staff member who has knowledge of the referred child's abilities.

2. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration and early high school graduation are made available to District staff and parents at each school building. The principal of each school building or his/her designee solicits referrals of students for evaluation for possible accelerated placement annually, and ensures that all staff he/she supervises are aware of procedures for referring students for evaluation for possible accelerated placement.

3. The principal or his/her designee of the referred student's school obtains written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District evaluates all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.

4. Children who are referred for evaluation for possible accelerated placement 60 or more days prior to the start of the school year are evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school. Children who are referred for possible accelerated placement 60 or more days prior to the start of the second semester are evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child are scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee – if the committee determines the child should be accelerated. Pursuant to Ohio Revised Code Section 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested are evaluated for possible early admittance, if referred by an educator within the District, a preschool educator who knows the child or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.

5. A parent or legal guardian of the evaluated student is notified, in writing, of the outcome of the evaluation process within 45 days of the submission of the referral to the student's principal. This notification includes instructions for appealing the outcome of the evaluation process.

6. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Superintendent within 30 days of being notified of the committee's decision. The Superintendent reviews the appeal and notifies the parent or legal guardian who filed the appeal of his/her final decision within 30 days of receiving the appeal. The Superintendent's decision is final. However, the student may be referred and evaluated again at the next available opportunity if he/she is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Acceleration Evaluation Committee

1. Composition

   The referred student's principal or his/her designee convenes an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee is comprised of the following:

   A. a principal or assistant principal from the child's current school;

   B. a current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten);

   C. a teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school);

   D. a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student and

   E. a gifted education coordinator or gifted intervention specialist. If a gifted coordinator or gifted intervention specialist is not available in the District, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

2. The acceleration evaluation committee is charged with the following responsibilities:

   A. The acceleration evaluation committee conducts a fair and thorough evaluation of the student.

      1) Students considered for whole-grade acceleration and early entrance to kindergarten are evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.

      2) Students considered for individual subject acceleration are evaluated using a variety of data sources, including measures of achievement based on state academic content standards (in subjects for which the state had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.

3) Students referred for possible early high school graduation are evaluated based on past academic performance, measures of achievement based on state academic content standards and successful completion of state-mandated graduation requirements. The committee considers the student's own thoughts on possible accelerated placement in its deliberations.

B. The acceleration evaluation committee issues a written decision to the principal and the student's parent or legal guardian, based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student is determined by a majority vote of the committee membership.

C. The acceleration evaluation committee develops a written acceleration plan for students who are admitted early to kindergarten, whole-grade accelerated or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student are provided with a copy of the written acceleration plan. The written acceleration plan specifies:

1) placement of the student in an accelerated setting;
2) strategies to support a successful transition to the accelerated setting;
3) requirements and procedures for earning high school credit prior to entering high school (if applicable) and
4) an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students and students accelerated in individual content areas.

D. For students the acceleration evaluation committee recommends for early high school graduation, the committee develops a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving District prerequisite requirements for enrolling in advanced courses, waiving District graduation requirements that exceed those required by the state and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.

E. The acceleration evaluation committee designates a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the acceleration setting.

Accelerated Placement

1. The acceleration evaluation committee specifies an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students and students accelerated in individual subject areas.

   A. At any time during the transition period, a parent or legal guardian of the student may request, in writing, that the student be withdrawn from accelerated placement. In such cases, the principal removes the student without repercussions from the accelerated placement.

   B. At any time during the transition period, a parent or legal guardian of the student may request, in writing, an alternative accelerated placement. In such cases, the principal directs the acceleration committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student is placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan is revised accordingly, and a new transition period is specified.

2. At the end of the transition period, the accelerated placement becomes permanent. The student's records are modified accordingly and the acceleration implementation plan becomes part of the student's permanent record to facilitate continuous progress through the curriculum.

[Adoption date: September 18, 2006]
[Re-adoption date: February 17, 2009]
[Re-adoption date: June 20, 2016]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3321.01
3324.01 et seq.
OAC 3301-51-15

CROSS REFS.: IGBB, Programs for Students Who Are Gifted
IKFA, Early Graduation
JB, Equal Educational Opportunities
JEB, Entrance Age (Mandatory Kindergarten)
JEBA, Early Entrance to Kindergarten
Student Handbooks

GRADUATION REQUIREMENTS

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education (ODE) as well as State law and, further, that our high school compares favorably with other high schools in the state that are recognized for excellence.

The requirements for graduation from high school are as follows.

District Minimum		Statutory Graduation Requirements	
English Language Arts	4 units	English Language Arts	4 units
History and government, including one-half unit of American History and one-half unit of American Government	1 unit	History and government, including one-half unit of American History and one-half unit of American Government	1 unit
Social Studies *	2 units	Social Studies *	2 units
Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science**	3 units	Science, with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science**	3 units
Math, including one unit of Algebra II or its equivalent ***	4 units	Math, including one unit of Algebra II or its equivalent ***	4 units
Health	½ unit	Health	½ unit
Physical Education	½ unit	Physical Education	½ unit
Electives ****	5 units	Electives ****	5 units
Financial literacy*****		Financial literacy*****	
Total	20 units	Total	20 units

The statutory graduation requirements also include:

1. * students entering ninth grade for the first time on or after July 1, 2017 must take at least one-half unit of instruction in the study of world history and civilizations "as part of the required social studies units";
2. ** students can choose to apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life sciences);
3. *** students may take one unit of advanced computer science in lieu of Algebra II and students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODE as an alternative to Algebra II;
4. **** student electives of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), financial literacy, business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements;
5. *****financial literacy requirements:
    A. units earned in social studies shall be integrated with economics and financial literacy for students entering ninth grade for the first time prior to July 1, 2022;
    B. students entering ninth grade for the first time on or after July 1, 2022 are required to complete one-half unit of financial literacy to be used toward the elective credits required for graduation, or in lieu of one-half unit of instruction in math. If used toward a math credit, it cannot be used in lieu of Algebra II or its equivalent, or a course for which the State Board of Education requires an end of course exam. A student who chooses to take one unit of advanced computer science in lieu of Algebra II is not permitted to complete the required half-unit of financial literacy instruction to satisfy a math unit requirement; instead, the student must complete a half unit of financial literacy as part of their required elective credits.
6. meeting the applicable competency/assessment and/or readiness criteria required by law based on date of entry into ninth grade.

Diploma Seals

In accordance with State law, the Board establishes the criteria for at least one of the local diploma seals outlined in State law. The seals include a method to give, to the extent feasible, a transfer student a proportional amount of credit for any progress made toward completing that seal at the district or school from which the student transfers. The District recognizes a locally defined diploma seal that a student transferring into the District earned at another district regardless of whether the Board has developed local guidelines for that seal.

Summer School

Summer school credits are accepted toward graduation, provided that administrative approval has been given prior to registration for the course.

Educational Options

High school credit is awarded to students who successfully complete Board-approved educational options that count toward the graduation requirements and subject area requirements.

College Credit Plus Options

Credit is awarded for courses successfully completed at an accredited postsecondary institution. High school credit awarded for a course successfully completed under College Credit Plus counts toward the graduation requirements and subject area requirements of the District. If a course comparable to the course successfully completed is offered by the District, then comparable credit for the completed equivalent course is awarded. If no comparable course is offered, the District grants to the student an appropriate number of credits in a similar subject area.

Correspondence Courses

High school courses offered through correspondence courses are accepted for credit toward graduation only when they meet the following criteria.

1. Credits earned in correspondence schools directly affiliated with state universities are evaluated by the school administration for students who wish to qualify for graduation from high school.

2. Credits earned from correspondence schools not directly affiliated with an accredited college or university may not be applied toward graduation.

3. Credits earned from schools that have been established primarily for correspondence study, rather than an institution primarily for residence study, are not accepted toward graduation.

Course Work Prior to Ninth Grade

Student work successfully completed prior to the ninth grade is applied towards graduation credit if the course is taught by a teacher holding a license valid for teaching high school and is designated by the Board as meeting the high school curriculum requirements.

Physical Education Exemption

A student who, during high school, has participated in interscholastic athletics, marching band or cheerleading for at least two full seasons is not required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

Beginning in the 2019-2020 school year, a student who during high school, has participated in show choir for at least two full seasons is not required to complete any physical education courses as a condition to graduate. However, the student is required to complete one-half unit, consisting of at least 60 hours of instruction, in another course of study.

[Adoption date: July 31, 1995]
[Re-adoption date: July 19, 1999]
[Re-adoption date: February 19, 2001]
[Re-adoption date: December 30, 2002]
[Re-adoption date: March 20, 2006]
[Re-adoption date: February 17, 2009]
[Re-adoption date: May 17, 2010]
[Re-adoption date: April 16, 2012]
[Re-adoption date: April 15, 2013]
[Re-adoption date: June 26, 2014]
[Re-adoption date: September 21, 2015]
[Re-adoption date: May 15, 2017]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 10, 2020]
[Re-adoption date: January 10, 2022]

LEGAL REFS.:
- ORC 3301.07(D)(3)
- ORC 3313.60
- ORC 3313.6014
- ORC 3313.603
- ORC 3313.605
- ORC 3313.61
- ORC 3313.617
- ORC 3345.06
- OAC 3301-35-04
- OAC 3301-16-05

CROSS REFS.:
- IGBM - Credit Flexibility
- IGCA - Summer Schools
- IGCD (Also LEB) - Educational Options
- IGCH (Also LEC) - College Credit Plus
- IGCI - Community Service
- IKFC - Graduation Plans and Students at Risk of Not Qualifying for a High School Diploma

JN - Student Fees, Fines and Charges

EARLY GRADUATION

The Board acknowledges that most students derive the maximum scholastic and social benefits from a four-year high school program. However, students who accelerate through the District's academic program and complete the requirements of the Ohio Department of Education are permitted to graduate early.

Early graduation is available to high school students, provided they follow all of the requirements established for this purpose.

Once approval for early graduation is established, the student becomes a member of the class in the school year in which his/her graduation requirements are completed. The diploma may be given at the completion of all requirements or at the next graduation ceremony.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.60; 3313.603; 3313.605; 3313.61
3324.01 et seq.
OAC 3301-35-04

CROSS REFS.: IGCD, Educational Options (Also LEB)
IGCH, College Credit Plus (Also LEC)
IGCI, Community Service
IKEB, Acceleration
IKF, Graduation Requirements

GRADUATION PLANS AND STUDENTS AT RISK OF NOT QUALIFYING FOR A HIGH SCHOOL DIPLOMA

The Board desires that all students are able to earn a high school diploma. Recognizing students may be at risk of not earning a high school diploma, the Board adopts the following policy.

Graduation Plans

Beginning with the 2020-2021 school year, the District develops a graduation plan for each student enrolled in grades nine through 12 to address the student's academic pathway to meet the curriculum requirements specified by the District and to satisfy the applicable graduation requirements.

The plan is developed jointly by the student and a representative of the District and updated each school year in which the student is enrolled in the District until the student qualifies for a high school diploma. The District invites the student's parent, guardian or custodian to assist in developing and updating the graduation plan.

Graduation plans supplement the Board-adopted career advising policy.

A student's individualized education plan (IEP) may be used in lieu of a graduation plan when the IEP contains academic goals substantively similar to a graduation plan.

At-Risk Students

The Board directs the Superintendent/designee to develop criteria for identifying students at risk of not qualifying for a high school diploma. This criteria at minimum includes a student's lack of progress on the graduation plan developed by the District in accordance with law. The criteria also may include other factors such as student absences or misconduct and other factors deemed appropriate by the administration.

The Board directs the Superintendent/designee to develop procedures for identifying at risk students. These procedures must include a method for determining if a student is not making adequate progress in meeting the terms of the student's graduation plan. Procedures must allow for identification of students as at risk in any of grades nine through 12 and may include identification of students in other grades.

The District provides written notice to the parent, guardian or custodian of an at-risk student in each year a student has been identified as at risk. This written notice includes all of the following:

1. A statement that the student is at risk of not qualifying for a high school diploma;

2. A description of the District's or school's curriculum requirements, or the student's IEP, and, as appropriate, the applicable graduation conditions of State law;

3. A description of any additional instructional or support services available to the at-risk student through the District or school.

The District assists students at risk of not graduating with additional instructional or support services to help the student qualify for a high school diploma. These services may include any of the following:

1. Mentoring programs;

2. Tutoring programs;

3. High school credit through demonstrations of subject area competency;

4. Adjusted curriculum options;

5. Career-technical programs;

6. Mental health services;

7. Physical health care services;

8. Family engagement and support services.

[Adoption date: June 15, 2020]

LEGAL REF.: ORC 3313.617; 3313.618; 3313.619; 3313.6020

CROSS REFS.: IJA, Career Advising
IKF, Graduation Requirements

TESTING PROGRAMS

The Board believes that a program of group testing can provide a meaningful source of information about the adopted curriculum and overall student achievement. Therefore, the Board authorizes a program of group testing in order to:

1. evaluate strengths and weaknesses of current curriculum and instruction and to identify areas needing change;

2. compare achievement of District students with achievement of a sample population as one means of evaluating student growth;

3. provide a degree of diagnostic instructional information to teachers about the group(s) of students with whom they work;

4. provide general information about a student's probable aptitude for school-related tasks and

5. provide one basis for a longitudinal study of student achievement and proficiency.

Information gained through the use of group tests is used to design educational opportunities for students to better meet their individual and collective needs. The Board views such information gathering as a primary function of the public schools. Individual permission of parents is not required for the administration of these group tests.

The Board recognizes that all tests provide only a limited source of information about an individual student. Information drawn from group tests is therefore used only in conjunction with all other information available about a student in advising the student or assisting the student in improving his/her work.

Each student with a disability is considered individually as to his/her participation in the testing programs.

Records of the results of group tests are maintained in accordance with the Board's policy on student records.

The administration has developed guidelines for the secure storing of testing instruments.

[Adoption date: July 31, 1995]
[Re-adoption date: January 27, 1997]
[Re-adoption date: September 18, 2000]
[Re-adoption date: December 30, 2002]
[Re-adoption date: May 15, 2017]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3301.0710 through 3301.0713; 3301.0715; 3301.0717; 3301.0729
3319.32; 3319.321
OAC 3301-13-05; 3301-35-02; 3301-35-03; 3301-35-04

CROSS REFS.: AFE, Evaluation of Instructional Programs (Also IM)
IGBA, Programs for Students with Disabilities
JO, Student Records

TESTING PROGRAMS

In accordance with State law, the District's plan for testing security must:

1. be in writing;

2. identify, by name and title, every person authorized to be present in the assessment room or to have access to secure assessment materials;

3. specify the procedure for handling, tracking and maintaining the security of assessment materials from the time they are received by the District or school to the time they are taken to the District's central collection location and shipped to a third-party scoring contractor;

4. specify the procedure for handling, tracking and maintaining secure testing materials on-site before, during and after assessment administration, including the accounting for and storing of all assessment materials;

5. specify the procedure for handling, tracking and maintaining secure testing materials after administration of the final assessment and final makeup assessment;

6. specify the appropriate procedure for investigating any alleged security violations or unethical practices, including, but not limited to:

    A. revealing to any student any specific question that the person knows is part of an assessment or in any other way assisting a student to cheat on an assessment

    B. obtaining prior knowledge of the contents of an assessment

    C. using prior knowledge of the contents of an assessment to assist students in preparing for the assessment

    D. failing to comply with any rule adopted by the Ohio Department of Education (ODE) regarding security protocols for an assessment.

    Employees may be subject to discipline, up to and including termination and/or sanctions from the State Board of Education for violation of these testing security requirements.

7. specify the procedure for determining whether to invalidate a student's assessment score;

8. specify that within 10 days after an investigation determining that an assessment security violation has occurred, the District will notify the director of the assessment or his/her designee in ODE of such finding and

9. specify how each procedure established in accordance with the Ohio Administrative Code shall be communicated in writing and discussed every school year with all employees, students and any other persons authorized to be present during assessments or having access to secure assessment materials.

(Approval date: May 15, 2017)
(Re-approval date: October 21, 2019)
[Re-adoption date: January 10, 2022]

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board believes that accountability for student performance and progress is a shared responsibility of teachers, administrators, parents and the Board. Individual student progress and the instructional efforts of the District are evaluated systematically. It is the responsibility of the Superintendent and the instructional staff to report periodically to the Board on the progress the District is making towards the attainment of its instructional goals.

The Board directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the instructional program against the goals established by the Board. The Superintendent/designee employs such tests and methods as may be deemed appropriate in the Superintendent's/designee's sound professional judgment. The assessment program follows the evaluation procedures set forth in the courses of study and curriculum guides.

The purposes of the evaluation process are to:

1. monitor the progress of individual students;

2. identify strengths and weaknesses of existing instructional programs;

3. provide data for decision making regarding additions to, modification of or deletions from the existing instructional programs;

4. report to the public the relationship between the stated instructional goals of the District and student achievement and

5. all other relevant data that the Superintendent deems necessary.

The Superintendent is instructed to remain informed relative to current research and successful practices and to employ the best and most reliable methods and measures in the evaluative process. The results of the testing programs are used as a part of the evaluation.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: OAC 3301-35-03; 3301-35-04; 3301-35-06; 3301-35-07

CROSS REFS.: IA, Instructional Goals
IAA, Instructional Objectives
IL, Testing Programs

SCHOOL CEREMONIES AND OBSERVANCES/PATRIOTIC EXERCISES

The Board believes that special recognition should be given to national holidays. The building principal should encourage a discreet observance of these holidays, which have become a part of the American heritage. These observances may, in some instances, be in the form of a school assembly while in other instances they are a part of the classroom work.

The Board directs the administration to develop specific activities within each building to convey the meaning and significance of Veterans Day. The observance must be at least one hour long, except in buildings that schedule class periods of less than an hour. In those buildings, the observance must be at least one standard class period in length.

Religious Holidays and Observances

The following guidelines govern the observance of, and teaching about, religious holidays in the schools.

1. The public schools must be neutral in matters of religion. The schools must show no preference for one religion over another. They must refrain from the promotion of any religion or all religions; consequently, no religious celebrations may be conducted by the public schools.

   "Religious celebration" is defined as:

   A. a formal observance, including worship or religious services of any kind, whether or not conducted by a member of the clergy. Religious observances cannot be justified by the fact that the majority of students or individuals in a given community happen to approve of the practice or by the fact that individual students may absent themselves upon parental request;

   B. the display of religious objects or symbols, except those that are integral parts of a short-term study in the curriculum, such as art, history, etc., or

   C. the presentation of religious music, except to the extent that such music is presented for its musical rather than its religious content. Songs or music programs that have significance for a particular religion should not be sung or performed in the school during the period that coincides with the community celebration of the events portrayed in the music. Festive songs that cannot be associated with a religious celebration are permitted.

2. A program or observance related to a religious holiday in theme or timing should be evaluated as to its purpose and effect. If either the purpose or the effect is judged to be religious rather than secular, the activity should not be undertaken.

3. The school should avoid any activity, display or exhibit that promotes or gives its approval to religious matters.

Patriotic Exercises

The Board does not require the daily recitation of the Pledge of Allegiance. However, the Board encourages reciting of the pledge on a regular basis as determined by the classroom teacher or building principal. The District is prohibited from preventing a teacher from having students recite the Pledge of Allegiance in the teacher's classroom.

In addition, District administrators, staff and students are prohibited from altering the wording of the Pledge of Allegiance.

The Board recognizes that beliefs of some persons prohibit participation in the pledge, the salute to the United States flag or other opening exercises. Therefore, such persons are excused from participation.

The Board prohibits the intimidation of any student by other students or staff aimed at coercing participation in reciting the pledge.

School Prayer

The Board certifies that it does not have, nor will it adopt, any policies that deny or prevent participation in constitutionally protected school prayer. This certification is submitted annually by October 1 to the Ohio Department of Education.

Moment of Silence

The Board may provide for a moment of silence with participation of students for prayer, reflection or meditation upon a moral, philosophical or patriotic theme.

The Board, administrators or any District employee shall not require a student to participate in a moment of silence.

Constitution Day

On September 17 of each year, the District may participate in the celebration of Constitution Day by reciting the Preamble of the Constitution at 2:00 p.m. EST. When the 17th falls on a weekend, the day of celebration will be announced.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: September 19, 2011]
[Re-adoption date: October 21, 2019]
[Re-adoption date: June 15, 2020]
[Re-adoption date: February 16, 2021]

LEGAL REFS.: U.S. Const. Amend. I, Establishment Cl.
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 5.23
3313.601; 3313.602; 3313.63; 3313.80
3320.01; 3320.02; 3320.03
OAC 3301-35-04

FLAG AND MOTTO DISPLAYS

State law mandates that the United States flag be displayed over, near or within all school buildings every day school is in session. The Board directs the Superintendent/designee to carry out this mandate. Penalties are assessed by the state for noncompliance.

State law requires the District to:

1. accept donated copies of the national and state mottoes, or money donated to purchase copies of mottoes, if the copies meet design requirements adopted by Board resolution or State law and

2. display the mottoes in an appropriate manner in a classroom, auditorium or cafeteria.

[Adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.80; 3313.801; 3313.99
3314.03(A)(11)(h)

CROSS REFS.: IND, School Ceremonies and Observances
INDA, Patriotic Exercises

ANIMALS IN THE SCHOOLS

Recognizing there are many tools that can be used to provide a variety of productive learning experiences for students, the Board supports the concept of using animals as an educational tool.

Prior to any use of animals in the schools, the administration should contact appropriate organizations or authorities regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

All animal use in school buildings is consistent with health and safety policies established by the District. The administration is responsible for developing regulations for the care and control of the animals.

Service Animals

In compliance with Federal law, the Board permits the use of service animals in the schools for those individuals with qualified disabilities.

[Adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: September 19, 2011]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Rehabilitation Act of 1973; 29 USC 794
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
28 CFR 35.136(d)
ORC Chapter 3323
Chapter 4112

CROSS REFS.: AC, Nondiscrimination
ACB, Nondiscrimination on the Basis of Disability
EBC, Emergency Management and Safety Plans
JFG, Interrogations and Searches

ANIMALS IN THE SCHOOLS

Prior to bringing any animal(s) into the schools, other than service animals, the Superintendent/designee approves the use of the animal(s) for teaching or training of students in accordance with the following regulations.

1. Nonhuman primates, rabies vector species (including raccoons, bats, skunks, coyotes or foxes), wolves or wolf-dog hybrids, aggressive or unpredictable animals, stray animals with unknown health and vaccination history, venomous or toxin-producing spiders, insects, reptiles and amphibians, dogs, cats and ferrets that are under 16 weeks of age and dogs, cats or ferrets that are not current on rabies vaccinations are not permitted in the school building under any circumstances.

2. Ferrets, reptiles, amphibians, chicks, ducklings and hatching eggs are not permitted in classrooms with children under five years of age.

3. Students may not bring personal pets to school at any time, for any purpose.

4. In addition to all other requirements in this policy, it is permissible for the class to have one or more animals as classroom pets under the following conditions:

   A. no one is allergic to the animal;

   B. proper examinations and immunizations have been given by a veterinarian;

   C. arrangements have been made for housing the animal safely, comfortably, cleanly and in a manner that does not disrupt the classroom environment;

   D. arrangements have been made for the proper care of the animal when school is not in session and

   E. rules have been established for the handling and treatment of the animal.

5. When live animals are used as part of a study, prior approval of the building principal is required and the following rules apply:

   A. a science teacher or other qualified adult supervisor assumes primary responsibility for the purposes and conditions of the study;

   B. studies involving animals have clearly defined objectives;

   C. all animals used in the studies must be acquired in accordance with law;

D. the comfort of the animal used in the study is highly regarded and

E. when animals are kept on school premises over weekends or vacation periods, adequate housing is provided and a qualified individual is assigned care and feeding responsibilities.

6. When animals are used as part of an experiment, such as dissection in a science course, the building principal/designee notifies parents so that individuals who find such activity unpleasant or objectionable may be given a different assignment.

7. Animal cages and containers are equipped with properly fitting lids and are free from excessive accumulation of animal waste.

8. Hand washing facilities are available and immediately used when animals are handled.

9. Animals are not permitted to roam in the school building, except for therapy animals or animals used for other human assistance.

10. Animals are not permitted on surfaces where food or drink is prepared or consumed.

11. All animal feed is tightly sealed and labeled in containers separate from human food.

In compliance with Federal law, the Board permits the use of service animals in the schools for those individuals with qualified disabilities. Service animals must:

1. be on a harness, leash or other tether or be under the control of the handler either through voice commands, signals or other means;

2. be housebroken and

3. be up-to-date on vaccinations.

In the rare case the animal is aggressive or disruptive and not housebroken, the school may exclude the animal.

(Approval date: December 30, 2002)
(Re-approval date: February 17, 2009)
(Re-approval date: September 19, 2011)
(Re-approval date: October 21, 2019)

SECTION J: STUDENT

JB	Equal Educational Opportunities
JEB	Entrance Age (Mandatory Kindergarten)
JEBA	Early Entrance to Kindergarten
JEC	School Admissions
JECAA	Admission of Homeless Students
JECB	Admission of Nonresident Students
JECBB	Interdistrict Open Enrollment
JECBC	Admission of Students from Non-Chartered or Home Schooling
JECC	Assignment of Students to Schools
JECE	Student Withdrawal from School (Loss of Driving Privileges)
JED	Student Absences and Excuses
JEDA	Truancy
JEE	Student Attendance Accounting (Missing and Absent Children)
JEGA	Permanent Exclusion
JFB	Student Involvement in Decision Making (Also ABC)
JFC	Student Conduct (Zero Tolerance)
JFCC	Student Conduct on District Managed Transportation (Also EEACC)
JFCF	Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCG	Tobacco Use by Students
JFCH	Alcohol Use by Students
JFCI	Student Drug Abuse
JFCJ	Weapons in the Schools
JFCK	Use of Electronic Communications Equipment by Students
JFCL	Unsafe Schools (Persistently Dangerous Schools)
JFE	Pregnant Students
JFG	Interrogations and Searches
JGD	Student Suspension
JGDA	Emergency Removal of Student
JGE	Student Expulsion
JHC	Student Health Services and Requirements
JHCA	Physical Examinations of Students
JHCB	Immunizations
JHCCB	Control of Head Lice
JHCD	Administering Medicines to Students
JHF	Student Safety
JHG	Reporting Child Abuse and Mandatory Training
JHH	Notification About Sex Offenders

SECTION J: STUDENT
(Continued)

JK	Employment of Students
JM	Staff-Student Relations (Also GBH)
JN	Student Fees, Fines and Charges
JO	Student Records
JP	Positive Behavioral Interventions and Supports (Restraint and Seclusion)

EQUAL EDUCATIONAL OPPORTUNITIES

All students of the District have equal educational opportunities.

Students have the right to be free from discrimination on the basis of race, color, national origin, citizenship status, ancestry, religion, sex, economic status, marital status, pregnancy, age, disability or military status in all decisions affecting admissions; membership in school-sponsored organizations, clubs or activities; access to facilities; distribution of funds; academic evaluations or any other aspect of school-sponsored activities. Any limitations with regard to participation in a school-sponsored activity are based on criteria reasonably related to that specific activity.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Civil Rights Act, Title VI; 42 USC 2000d et seq.
Civil Rights Act, (Amended 1972), Title VII; 42 USC 2000e et seq.
Executive Order 11246, 1965, amended by Executive Order 11375
Education Amendments of 1972, Title IX, Pub. L. No. 92-318 (1972)
Individuals with Disabilities Education Act; 20 USC 1400 et seq.
Americans with Disabilities Act Amendments Act of 2008; 42 USC 12101 et seq.
Vocational Rehabilitation Act of 1973, Section 504
ORC 9.60 through 9.62
Chapter 4112
OAC 3301-35-02; 3301-35-04

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACB, Nondiscrimination on the Basis of Disability
GBA, Equal Opportunity Employment
IGBA, Programs for Students with Disabilities
IGBB, Programs for Students Who are Gifted
IGBI, English Learners
IGBJ, Title I Programs

ENTRANCE AGE
(Mandatory Kindergarten)

Each child who is five years of age on or before August 1 is eligible to enroll in kindergarten. Each child who is six years of age on or before August 1 and who has successfully completed kindergarten is eligible to enroll in the first grade.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: August 18, 2003]
[Re-adoption date: February 17, 2009]
[Re-adoption date: November 19, 2012]
[Re-adoption date: April 15, 2013]
[Re-adoption date: October 21, 2019]

LEGAL REF.: ORC 3321.01

CROSS REFS.: IKEB, Acceleration
JEBA, Early Entrance to Kindergarten

EARLY ENTRANCE TO KINDERGARTEN

State law establishes minimum age requirements for admission to kindergarten. A child who does not meet the age requirements for admittance to kindergarten or first grade, but who will be five or six years old, respectively, prior to January 1 of the school year in which admission is requested, shall be evaluated for early admittance in accordance with District policy upon referral by the child's parent or guardian, an educator employed by the District, a preschool educator who knows the child or a pediatrician or psychologist who knows the child. Following an evaluation in accordance with such a referral, the Board decides whether to admit the child.

If a child, for whom admission to kindergarten or first grade is requested, will not be five or six years of age, respectively, prior to January 1 of the school year in which admission is requested, the child is admitted only in accordance with the District's acceleration policy adopted under State law.

[Adoption date: November 19, 2012]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3314.06
3314.08
3321.01
3324.01 et seq.
OAC 3301-51-15

CROSS REFS.: IGBB, Programs for Students Who Are Gifted
IKEB, Acceleration
JEB, Entrance Age (Mandatory Kindergarten)

SCHOOL ADMISSIONS

The District provides free education to District residents between the ages of five through 21 who do not possess a diploma. Students who do not legally qualify as residents may be required to pay tuition as established by law and Board policy.

A student is considered a resident of the District if he/she resides with a parent, a grandparent with either power of attorney or caretaker authorization affidavit or a person or government agency with legal custody whose place of residence is within the boundaries of the District. Parents, and grandparents with either power of attorney or caretaker authorization affidavit, may be required to present legal proofs of residence.

New entrants at all grade levels are required to present at the time of enrollment a birth certificate or other document as evidence of birth, a certified copy of any child custody order or decree, proof of having received or being in the process of receiving required immunizations and copies of those records pertaining to him/her, which are maintained by the school most recently attended. A protected child, as defined by State law, may not be denied admission to the school solely because the child does not present a birth certificate or comparable document upon registration. A protected child or parent, guardian or custodian of the child must present this documentation within 90 days after the child's initial entry into the school. The District immediately enrolls homeless students and foster students and assists in obtaining the necessary enrollment documents.

In addition, students released from the Department of Youth Services (DYS), just prior to requesting admission to the District, may not be admitted until the Superintendent has received all required documents provided by DYS. Forwarded documents are:

1. an updated copy of the student's transcript;

2. a report of the student's behavior in school while in DYS custody;

3. the student's current Individualized Education Program, if developed, and

4. a summary of the institutional record of the student's behavior.

DYS has 14 days to send the documents to the Superintendent.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: August m21, 2006]
[Re-adoption date: February 17, 2009]
[Re-adoption date: September 19, 2011]
[Re-adoption date: February 10, 2020]

LEGAL REFS.: ORC 2151.33;
2152.18(D)(4)
3109.52 through 3109.61; 3109.65 through 3109.76;
3109.78; 3109.79; 3109.80
3313.48; 3313.64; 3313.67; 3313.671; 3313.672
3317.08
3321.01
OAC 3301-35-04(F)

CROSS REFS.: AFI, Evaluation of Educational Resources
IGBA, Programs for Students with Disabilities
JECAA, Admission of Homeless Students
JECB, Admission of Nonresident Students
JEE, Student Attendance Accounting (Missing and Absent Children)
JHCA, Physical Examinations of Students
JHCB, Immunizations
JO, Student Records

ADMISSION OF HOMELESS STUDENTS

The Board believes that all school-aged students, including homeless students and unaccompanied youth, have a basic right to equal educational opportunities. Accordingly, the District must enroll each homeless student or unaccompanied youth in the District in the school determined to be in the student's best interest. Enrollment is defined by the McKinney-Vento Homeless Assistance Act as attending classes and participating fully in school activities.

A homeless student is defined as an individual who lacks fixed, regular and adequate nighttime residence including:

1. sharing the housing with other people due to loss of housing, economic hardship or a similar reason;

2. living in a motel, hotel, trailer park or campground due to the lack of alternative adequate accommodations;

3. living in emergency or transitional shelters;

4. abandonment in hospitals;

5. a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;

6. living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings;

7. migratory students living in circumstances described above and

8. an unaccompanied youth who is homeless and not in the physical custody of a parent or guardian.

In compliance with the McKinney-Vento Homeless Assistance Act, the District must make school placement determinations on the basis of the best interest of the student. The District presumes that keeping the homeless child or youth in the school of origin is in the child or youth's best interest, unless doing so is contrary to the request of the student's parent or guardian, or the unaccompanied youth. When considering the school of best interest, the District considers student-centered factors related to the homeless child or youth's best interest including factors related to the impact of mobility on achievement, education, health and safety of the child or youth and gives priority to the homeless child or youth's parent or guardian or the unaccompanied youth.

The District complies with a request made by a parent(s) regarding school placement regardless of whether the student lives with the homeless parent(s) or is temporarily residing elsewhere.

The Board ensures that:

1. it reviews and revises Board policies and regulations to eliminate barriers to the identification, enrollment, retention and success in school of homeless students including barriers to enrollment and retention due to outstanding fees or fines, or absences;

2. the District does not segregate homeless children or youth into separate schools or separate programs within a school, based on the student's status as homeless;

3. it appoints a District liaison, able to carry out their duties, who ensures that homeless students are identified and enroll and succeed in school and ensures the liaison is trained in compliance with law;

4. it provides training opportunities for staff on identifying and serving homeless students;

5. homeless children or youth are immediately enrolled even if the child or youth is unable to produce records normally required for enrollment such as previous academic records, records of immunization and other required health records, proof of residency or other documentation, or if the student has missed application or enrollment deadlines during any period of homelessness;

6. homeless children or youth are provided with education, nutrition and transportation services that are at least comparable to the services provided to nonhomeless students and

7. homeless students and unaccompanied youth meeting the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities including: magnet school; summer school; career and technical education; advanced placement; online learning and charter school programs.

The liaison carries out all duties required by law, ensures compliance with the subgrant and coordinates services for homeless students with local social service agencies and programs, including those funded under the Runaway and Homeless Youth Act.

A student who ceases to be homeless may continue to receive services until the end of the period of time for which the service was originally intended to be provided, which may be the end of the school year or the end of a program cycle.

Information about a homeless child or youth's living situation is part of the student education record and is not considered directory information.

The District complies with the Ohio Department of Education's plan and State and Federal laws for the education of homeless students.

[Adoption date: August 17, 1998]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: December 19, 2016]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
42 USC Sections 11431 et seq.
ORC 9.60 through 9.62
3313.64(F)(13)
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: AC, Nondiscrimination
JB, Equal Educational Opportunities
JHCB, Immunizations
JO, Student Records

ADMISSION OF HOMELESS STUDENTS
(Dispute Resolution Process)

If a dispute arises over eligibility, school selection or enrollment, the District will immediately enroll the child/unaccompanied youth in the school in which he/she is seeking enrollment, pending resolution of the dispute, including all appeals. Enrollment is defined by the McKinney-Vento Homeless Assistance Act as attending classes and participating fully in school activities.

1. District staff will refer the student, parent or guardian to the District liaison who will initiate the dispute resolution process as quickly as possible. The District liaison will make sure that the District follows the dispute resolution process. The liaison also must ensure that unaccompanied youth receive the same rights to appeal a district's eligibility, school selection or enrollment decision as parents and guardians. The role of the District liaison is to assist the student, parent or guardian through the duration of the dispute resolution process. The process will be open and transparent among those involved.

2. Upon determination of eligibility, enrollment or school selection, the District will provide a written explanation of any decisions made to parents, guardians or unaccompanied youth. The written explanation will be easy to understand and free of jargon. When appropriate, the District will translate the decision into the recipient's dominant language. At a minimum, the written explanation of how the District reached its decision regarding eligibility, school selection or enrollment will include:

   A. a description of the action that the District proposed or refused;

   B. an explanation of why the District proposed or refused the action;

   C. a description of any other options the District considered;

   D. the reasons why the District rejected any other options;

   E. a description of any other factors relevant to the District's decision and information related to the eligibility or best interest determination. This includes the facts, witnesses and evidence relied upon and their sources;

   F. appropriate time lines to ensure any relevant deadlines are met;

   G. contact information for the District liaison and state homeless education coordinator and a brief description of their roles and

   H. notice to the recipient of their right to file an appeal, including step-by-step instructions of how to file an appeal.

3. The student, parent or guardian has the right to appeal any District determination of eligibility, school selection or enrollment. The District liaison will guide the student, parent or guardian through the entire dispute resolution process. The liaison will assist in both the local and state-level appeals process, if necessary. This includes recording evidence that will be used to write an appeal if a parent, guardian or unaccompanied youth cannot do so by him or herself and providing access to school materials, such as copiers and fax machines.

4. Following an appeal at the local level, if the student, parent or guardian still disagrees with the determination, they may appeal to the Ohio Department of Education (ODE). The District liaison will forward all written documentation and related documents to the ODE state coordinator for homeless education. Upon receipt of any requested documentation, the state coordinator for homeless education will investigate the dispute and request applicable documentation. ODE will make a decision within 15 school days from the receipt of all necessary materials and will provide the final decision to the District Superintendent, building principal, local liaison, and parent, guardian or unaccompanied youth. All parties must immediately adhere to the final determination.

(Approval date: October 21, 2019)

ADMISSION OF NONRESIDENT STUDENTS

In order to be eligible for a free public education in the District's schools, a student must be the child of a resident of the District or reside with a grandparent with either power of attorney or caretaker authorization affidavit. If legal or permanent custody or legal guardianship of the student has been granted by a court to a resident of the District or a government agency within the District, the student is entitled to attend District schools and tuition is paid in compliance with State law.

In compliance with State law and Board policy, nonresident students are exempt from paying tuition when:

1. an adult resident of the District submits a sworn statement that he/she has begun legal custody proceedings for the student (maximum 60 days permitted);

2. the student is at least 18 but not yet 22 years of age and resides in the District, lives apart from his/her parent(s), supports himself/herself by his/her own labor and does not possess a high school diploma;

3. the student is under 18 years of age, resides in the District and is married, regardless of the residence of the parent(s);

4. the student has a medical condition that may require emergency attention and his/her parent is employed in the District;
   (The parent(s) of such child must submit to the Board a statement from the child's physician certifying that the child's medical condition may require emergency medical attention.)

5. the student resides with a person other than his/her parent(s) and such student has a parent serving outside Ohio in the U.S. Armed Services;
   (The student's parent(s) must file an affidavit with the Superintendent stating (1) that the parent is serving outside the state in the U.S. Armed Services, (2) that the parent intends to reside in the District upon returning to the state and (3) the name and address of the person with whom the student is living while the parent is outside the state. This tuition exemption may be granted only for a period of up to 12 months.)

6. the student resides with a parent who is planning to either have a home built or has purchased a home in the District and is waiting for the closing date of the mortgage loan;
(The student's parent(s) must provide the Superintendent with a sworn statement revealing the location of the house and the parent(s)' intention to reside there. The parent(s) must also provide a statement from a homebuilder, real estate broker or bank officer confirming that the house construction is planned or is awaiting approval of the mortgage loan. The period for tuition-free attendance in these cases may extend up to 90 days.)

7. the student's parent is a full-time employee of the District;
(Any such policy shall take effect on the first day of the school year and the effective date of any amendment or repeal may not be prior to the first day of the subsequent school year. The policy shall be uniformly applied to all such children and shall provide for the admission of any such student upon request of the parent(s). No student may be admitted under this policy after the first day of classes of any school year.)

8. the student resides with his/her parent(s) under the care of a shelter for victims of domestic violence;

9. the student is not a resident of the District, does not require special education and resides with his/her grandparent(s), provided that the Board and the board of the district in which the student's parent(s) reside enter into a written agreement showing good cause for the student to be admitted to the District;
(The grandparent(s) are required to sign all consent forms required by the District, even if the student would remain in the legal custody of the parent(s).)

11. the student is under the age of 22 and his/her parent(s) moved from the District following the commencement of classes during the student's senior year, for the remainder of the school year and for one additional semester;

12. the student is under the age of 22 and resides in a new school district because of the death of a parent;
(The student is entitled to finish the current school year in the District upon approval of the Board.)

The Board does not waive the payment of tuition, except:

1. when agreements have been established with other boards of education to serve their students in career-technical or special education classes on a cooperative basis, as permitted by law;

2. when foreign exchange students, sponsored under an approved exchange program, reside in the District temporarily or

3. for adult residents or classified staff employees of the District who meet the criteria established by the Board.

In all cases, specific Board permission to waive tuition must be obtained for each individual case.

The District may temporarily deny admittance to any student who otherwise may be admitted to the District, if the student has been expelled from the schools of another district and if the period of expulsion has not expired. The student and parent(s) will have an opportunity for a hearing before the Superintendent/designee to determine the admittance or non-admittance of the student.

Tuition Students

Applications from nonresidents to attend the schools on a tuition basis may be considered if space is available. The amount of tuition is set annually by the state, based on a per-student cost determined in compliance with State law. Nonresident students must provide all records required of resident students in compliance with State law.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: November, 2004]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 2152.18(D)(4)
3109.52 through 3109.61; 3109.65 through 3109.76; 3109.78; 3109.79; 3109.80
3311.211
3313.64; 3313.644; 3313.645; 3313.65; 3313.672; 3313.90
3317.08
3319.01
3323.04
3327.04; 3327.06
OAC 3301-35-04; 3301-42-01

CROSS REFS.: JEC, School Admission
JECBB, Interdistrict Open Enrollment
JO, Student Records

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

INTERDISTRICT OPEN ENROLLMENT
(Statewide)

The Board permits any student from any other district in the state to apply and enroll in the District schools free of any tuition obligation, provided that all procedures as outlined in the administrative regulations are met. Requirements include:

1. application procedures, including deadlines for application and notification to students of acceptance or rejection and the superintendents of other districts whenever another district's student's application is approved;

2. procedures for admission;

3. District capacity limits by grade level, school building and educational program are determined;

4. resident students and previously enrolled District students have preference over first-time applicants;

5. no requirements of academic, athletic, artistic or any other skill or proficiency;

6. no limitations on admitting students with disabilities, unless services required in an Individualized Education Program are not available in the District;

7. no requirement that the student be proficient in the English language;

8. no rejection of any applying student because the student has been subject to disciplinary proceedings, except an applicant who has been suspended or expelled by another district for 10 consecutive days or more in the term for which admission is sought or in the term immediately preceding the term for which admission is sought and

9. procedures to ensure maintenance of an appropriate racial balance in the District's schools.

The District cannot refuse to accept the credits earned by students who have participated in interdistrict open enrollment. The Board will not adopt a policy that discourages resident students from participating in interdistrict open enrollment.

The District notifies the Ohio Department of Education (ODE) of any change to this policy within 30 days of adoption. The District maintains records verifying adherence to this policy and that complaints regarding this policy are addressed. These records are provided to ODE upon request.

Compliance with this policy is reported to ODE by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: January 18, 2005]
[Re-adoption date: February 17, 2009]
[Re-adoption date: April 21, 2014]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.64; 3313.98; 3313.983
Chapter 3327
OAC 3301-48-02

CROSS REF.: IGDJ, Interscholastic Athletics

ADMISSION OF STUDENTS FROM NON-CHARTERED OR HOME SCHOOLING

Students seeking admission into the District's schools who have been enrolled in non-chartered schools or home schooling programs may be required to take competency examinations. The purpose of these examinations is to determine the proper grade placement for these students.

In making a placement decision, the Superintendent may consider:

1. the student's most recent annual academic assessment report;

2. whether to require the student to take any or all of the nationally normed, standardized achievement tests that are regularly scheduled for District students of similar age and

3. other evaluation information that may include interviews with the student and the parent.

Resident students attending a non-chartered nonpublic school are permitted to participate in the District's extracurricular activities at the school to which the student would be assigned if the non-chartered nonpublic school the student is enrolled in does not offer the extracurricular activity. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

Resident students receiving home instruction in accordance with State law are permitted to participate in District extracurricular activities at the school to which the student would be assigned. Students must be of the appropriate age and grade level as determined by the Superintendent and must fulfill the same academic, nonacademic and financial requirements as any other participant.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: April 21, 2014]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.535; 3313.537; 3313.5311; 3313.5312; 3313.664
3321.04
OAC 3301-34

CROSS REFS.: IGBG, Homebound Instruction
IGD, Cocurricular and Extracurricular Activities
IGDK, Interscholastic Extracurricular Eligibility

Warren Local School District, Vincent, Ohio

ASSIGNMENT OF STUDENTS TO SCHOOLS

The Board approves attendance areas. Students attend the school that serves the attendance area in which their parents reside or, upon acceptance, the student may attend another school pursuant to the District's intradistrict open enrollment policy.

The Superintendent has authority to assign students to schools. The Superintendent or his/her designee is authorized to make exceptions on the basis of hardship and student need and to assign a student to a school outside his/her own attendance area.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.49; 3313.64; 3313.65; 3313.97
3319.01

STUDENT WITHDRAWAL FROM SCHOOL
(Loss of Driving Privileges)

When the Superintendent receives information that a student of compulsory school age has withdrawn from school, the Superintendent must, within two weeks after the withdrawal, notify the registrar of motor vehicles and the county juvenile judge of the student's withdrawal from full-time enrollment or withdrawal from an approved program to obtain a diploma or its equivalent.

Notification to the registrar of motor vehicles is not necessary if a student has withdrawn from school because of a change of residence*;* or the student is holding an age and schooling certificate (work permit), is regularly employed and enrolled part-time in and attending an approved program to obtain a diploma or its equivalent.

Notification to the registrar of motor vehicles must be given in a manner required by the registrar and notice to the county juvenile judge must be given in writing.

After receiving such information from the Superintendent, the registrar of motor vehicles is required to suspend the temporary instruction permit or driver's license of the student who is the subject of the notice. If a temporary permit or license has not been issued to that student, the registrar is prohibited from issuing a temporary permit or a license. Any denial of driving privileges would remain in effect until the student reaches 18 or until the denial of driving privileges is terminated for another reason allowable under State law.

In compliance with State law, a student whose driving privileges have been denied can file a petition seeking his/her reinstatement with the juvenile court in whose jurisdiction he/she resides.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC 1232g
ORC 3319.321
3321.13
3331.01; 3331.02; 3331.04; 3331.06 through 3331.09
4510.32

CROSS REFS.: JED, Student Absences and Excuses
JEDA, Truancy
JK, Employment of Students

STUDENT ABSENCES AND EXCUSES

Regular attendance by all students is very important. In many cases, irregular attendance is the major reason for poor schoolwork; therefore, all students are urged to make appointments, do personal errands, etc., outside of school hours.

Reasons for which students may be medically excused include, but are not limited to:

1. personal illness of the student;
2. illness in the student's family necessitating the presence of the child;
3. quarantine for contagious disease or
4. emergency or other set of circumstances in which the judgment of the Superintendent constitutes a good and sufficient cause for absence from school, which may include but not be limited to absences due to documented medical appointments.

Reasons for which students may be nonmedically excused include, but are not limited to:

1. needed at home to perform necessary work directly and exclusively for parents or legal guardians for a limited period of time when approved by the Superintendent (applies to students over 14 years of age only);
2. death in the family (applies to absences of up to 18 school hours unless a reasonable cause may be shown for a longer absence);
3. observance of religious holidays consistent with a student's truly held religious belief;
4. traveling out of state to attend a Superintendent-approved enrichment activity or extracurricular activity (applies to absences of up to 24 school hours);
5. college visitation;
6. absences due to a student's placement in foster care or change in foster care placement or any court proceedings related to their foster care status;
7. absences due to a student being homeless or
8. as determined by the Superintendent.

The District makes an attempt to contact the parent, guardian, or other person having care of a student who has not notified the school of the student's absence that day regarding that student's absence without legitimate excuse within 120 minutes of the start of the school day. The Board authorizes the Superintendent to determine and use the appropriate notification procedure and methods consistent with State law.

Each student who is absent must immediately, upon return to school, make arrangements with his/her teacher(s) to make up work missed. Students who are absent from school for reasons not permitted by State law may, or may not, be permitted to make up work. Each case is considered on its merits by the principal and the respective teacher(s). Students who are absent due to an in-school or out-of-school suspension are permitted to make up missed classroom assignments in accordance with District level policies and procedures. Students are requested to bring a note to school after each absence explaining the reason for the absence or tardiness in accordance with procedures and timelines defined in District level policies and procedures.

The Board does not believe that students should be excused from school for vacations or other nonemergency trips. The responsibility for such absences resides with the parent(s), and they must not expect any work missed by their child to be retaught by the teacher. If the school is notified in advance of such a trip, reasonable efforts are made to prepare a general list of assignments for the student to do while he/she is absent.

The Board authorizes the Superintendent to establish a hearing and notification procedure for the purpose of denying a student's driving privileges if that student of compulsory school age has been absent without legitimate excuse for more than 60 consecutive hours during a school month or a total of at least 90 hours during a school year.

[Adoption date: August 21, 1995]
[Re-adoption date: June 15, 1998]
[Re-adoption date: December 30, 2002]
[Re-adoption date: April 17, 2006]
[Re-adoption date: October 21, 2019]
[Re-adoption date: June 15, 2020]

LEGAL REFS.: ORC 3313.609; 3313.66
3321.01; 3321.03; 3321.04; 3321.13; 3321.14; 3321.141; 3321.19; 3321.38
4510.32
OAC 3301-69-02

CROSS REFS.: IGAC, Teaching About Religion
IKB, Homework
JEE, Student Attendance Accounting (Missing and Absent Children)
JHC, Student Health Services and Requirements

STUDENT ABSENCES AND EXCUSES

Students Habitually Absent – Loss of Driving Privileges

When the Superintendent receives information that a student of compulsory school age has been absent without legitimate excuse for more than 60 consecutive hours in a school month or a total of at least 90 hours in a school year, the following procedure applies.

1. The Superintendent notifies, in writing, the student and his/her parent(s) and states that information regarding the student's absences has been provided to the Superintendent, and, as a result of that information, the student's driving privileges are denied. This notification also states that the student and his/her parent(s) may appear before the Superintendent/designee to challenge the information provided to the Superintendent.

2. The notice from the Superintendent to the student includes the scheduled time, place and date of the hearing, which is scheduled between three and five days after the notification is given. Upon the request of the student or parent(s), an extension may be granted by the Superintendent. The Superintendent must then notify the student and the parent(s) of the new hearing time, place and date.

3. At the hearing before the Superintendent/designee, the student has an opportunity to present evidence that he/she has not been habitually absent without legitimate excuse. State law defines "legitimate excuses" for absence from school to include, but not be limited to:

   A. enrollment in another school or school district in Ohio or another state;

   B. possession of an age and schooling certificate (work permit);

   C. a bodily or mental condition that prohibits attendance or

   D. participation in a home instruction program.

4. If a habitually absent student does not appear at a hearing before the Superintendent or designee, or if the student does not convince the Superintendent or designee that the absences were legitimate, the Superintendent must notify the registrar of motor vehicles and the juvenile judge. Such notification must be given to the registrar and the juvenile judge within two weeks of the receipt of the information regarding habitual absences or, if the hearing for the student is held, within two weeks after the hearing.

   Notification to the registrar of motor vehicles and the county judge must comply with State and Federal law.

The registrar of motor vehicles is required to suspend the temporary instruction permit or driver's license of the student who is the subject of the notice. If a temporary permit or license has not been issued for that student, the registrar is prohibited from issuing a temporary permit or a license.

Denial of privileges remains in effect until the student reaches age 18 or until the denial is terminated for another reason allowed by State law. In accordance with State law, a student whose driving privileges have been denied can file a petition seeking their reinstatement.

(Approval date: October 21, 2019)

TRUANCY

The Board endeavors to reduce truancy through cooperation with parents, diligence in investigating the causes of absence and use of strict guidelines in regard to tardiness and unexcused absence.

When the Board determines that a student has been truant and that the parent, guardian or other person having care of a child has failed to ensure the child's attendance at school, State law authorizes the Board to require the parent to attend a specified educational program.

This program has been established according to the rules adopted by the State Board of Education for the purpose of encouraging parental involvement in compelling the child's attendance at school.

On the request of the Superintendent, or when it comes to the attention of the school attendance officer or other appropriate officer of the District, the designated officer must investigate any case of supposed truancy within the District and must warn the child, if found truant, and the child's parent in writing of the legal consequences of being a "habitual" truant.

A "habitual truant" is any child of compulsory school age who is absent without a legitimate excuse for 30 or more consecutive hours, 42 or more hours in one month or 72 or more hours in a school year.

The parent is required to have the child attend school immediately after notification. If the parent fails to get the child to attend school, the attendance officer or other appropriate officer, if directed by the Superintendent or the Board, must send notice requiring the child's parent to attend a parental education program.

Regarding "habitual truants," the Board must take as an intervention strategy any appropriate action contained in Board policy.

The Board directs the administration to develop intervention strategies that include all of the following actions if applicable:

1. providing a truancy intervention plan meeting State law requirements for any student who is excessively absent from school;

2. providing counseling for a habitual truant;

3. requesting or requiring a parent having control of a habitual truant to attend parental involvement programs;

4. requesting or requiring a parent of a habitual truant to attend truancy prevention mediation programs;

5. notification to the registrar of motor vehicles or

6. taking appropriate legal action.

The attendance officer provides notice to the parent of a student who is absent with a nonmedical excuse or without excuse for 38 or more hours in one school month or 65 or more hours in a school year within seven days after the date of the absence triggering the notice. At the time of notice, the District may take any appropriate action as outlined in this policy as an intervention strategy.

Absence Intervention Plan

Beginning with the 2017-2018 school year, when a student's absences surpass the threshold for a habitual truant, the principal or the Superintendent assigns the student to an absence intervention team within 10 days of the triggering event. The absence intervention team must be developed within seven school days of the triggering event and is based on the needs of the individual student. The team must include a representative from the student's school or District, a representative from the student's school or District who knows the student and the student's parent or their designee, and also may include a school psychologist, counselor, social worker or representative of an agency designed to assist students and their families in reducing absences. During the seven days while developing the team, the Superintendent or principal makes at least three meaningful, good faith attempts to secure participation of the student's parent. If the student's parent is unresponsive the District investigates whether the failure to respond triggers mandatory reporting to the appropriate children's services agency and instructs the absence team to develop the intervention plan without the parent.

Within 14 school days after a student is assigned to a team, the team develops a student specific intervention plan to work to reduce or eliminate further absences. The plan includes, at minimum a statement the District will file a complaint in juvenile court not later than 61 days after the date the plan is implemented if the student refuses to participate or fails to make satisfactory progress. The District makes reasonable efforts to provide the student's parent with written notice of the plan within seven days of development.

The absence intervention plan for a student may include contacting the juvenile court to have a student informally enrolled in an alternative to adjudication. The Board directs the Superintendent to develop written procedures regarding the use of and selection process for offering these alternatives to ensure fairness.

If the student becomes habitually truant within 21 school days prior to the last day of instruction of a school year, the District may either assign a school official to work with the student's parent to develop an intervention plan during the summer and implement the plan no later than seven days prior to the first day of instruction of the next school year, or reconvene the absence intervention process on the first day of instruction of the next school year.

Filing a Complaint with Juvenile Court

Beginning with the 2017-2018 school year, the attendance officer must file a complaint against the student in juvenile court on the 61st day after implementation of the absence intervention plan when:

1. the student's absences have surpassed the threshold for a habitual truant;

2. the District has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies and any offered alternatives to adjudication and

3. the student has refused to participate in or failed to make satisfactory progress on the plan or any offered intervention strategies or alternatives to adjudication as determined by the absence intervention team.

If the 61st day after intervention falls on a day during the summer months, the District may extend the implementation of the plan and delay the filing of the complaint for an additional 30 days after the first day of instruction of the next school year.

Unless the absence intervention team determines the student has made substantial progress on their absence intervention plan, the attendance officer must file a complaint against the student in juvenile court if the student is absent without legitimate excuse for 30 or more consecutive hours or 42 or more hours during a school month at any time during the implementation phase of the intervention plan or other intervention strategy.

[Adoption date: August 21, 1995]
[Re-adoption date: September 18, 2000]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 10, 2020]

LEGAL REFS.: ORC 3313.663; 3313.668
3321.03 through 3321.04; 3321.07 through 3321.09; 3321.19; 3321.191; 3321.22; 3321.38
OAC 3301-47-01

CROSS REFS.: JED, Student Absences and Excuses
JEG, Exclusions and Exemptions from School Attendance
JK, Employment of Students

STUDENT ATTENDANCE ACCOUNTING
(Missing and Absent Children)

The Board believes in the importance of trying to decrease the number of missing children; therefore, efforts are made to identify missing children and to notify the proper adults or agencies.

Except where required by State law, at the time of initial entry into school, a student shall present to the person in charge of admission an official copy of a birth certificate and copies of those records pertaining to him/her that were maintained by the school that he/she most recently attended. In lieu of a birth certificate, birth documentation may include:

1. a passport or attested transcript thereof filed with a registrar of passports at a point of entry of the United States showing the date and place of birth of the child;

2. an attested transcript of the certificate of birth;

3. an attested transcript of the certificate of baptism or other religious record showing the date and place of birth of the child;

4. an attested transcript of a hospital record showing the date and place of birth of the child or

5. a birth affidavit.

Except where required by State law, if the student does not present copies of the required documents, the principal shall call the school from which the student transferred and request the information. If that district has no record on file of the student or if that district does not send the records within 14 days, the principal shall notify the law enforcement agency having jurisdiction in the area where the student resides of the possibility that the student might be a missing child.

The primary responsibility for supervision of a student resides with his/her parent(s). The staff provides as much assistance as is reasonable to parents with this responsibility.

Parents must notify the school on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The District makes an attempt to contact the parent, guardian, or other person having care of a student who has not notified the school of the student's absence that day regarding that student's absence without legitimate excuse within 120 minutes of the start of the school day. The Board authorizes the Superintendent to determine and use the appropriate notification procedure and methods consistent with State law.

Parents or other responsible persons shall provide the school with their current home and/or work telephone numbers, home addresses and any emergency telephone numbers.

The Board designates the Superintendent to develop informational programs for students, parents and community members relative to the subject of missing children.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]
[Re-adoption date: June 15, 2020]

LEGAL REFS.: ORC 109.65
2901.30
3313.205; 3313.672; 3313.96
3319.321; 3319.322
3321.12; 3321.141
3705.05

CROSS REFS.: JECAA, Admission of Homeless Students
JED, Student Absences and Excuses
JHF, Student Safety

PERMANENT EXCLUSION

The Board may seek the permanent exclusion of a student 16 years of age or older who is either convicted in criminal court or adjudicated delinquent by a juvenile court of any of the following offenses that occur on school grounds or at a school function:

1. illegal conveyance or possession of a deadly weapon or dangerous ordnance, carrying a concealed weapon, aggravated trafficking, trafficking in drugs, trafficking involving the possession of a bulk amount of a controlled substance or the sale of a controlled substance and/or

2. aggravated murder, murder, voluntary or involuntary manslaughter, felonious or aggravated assault, rape, gross sexual imposition or felonious sexual penetration, if the victim is a District employee.

In addition, complicity in any of the above acts may be the basis for permanent exclusion.

When the behavior is sexual harassment, the Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

Any building administrator witnessing, or having knowledge of, one of these acts must report the incident to the Superintendent within 24 hours, whether or not the student is over 16 years of age.

If the Superintendent receives notification that a student has been found guilty of or is adjudicated delinquent for any of the listed offenses, a determination must be made whether the student's continued attendance endangers the health and safety of other students or employees or whether the student's attendance poses a danger of disruption to the graded course of study. If the Superintendent determines that either danger exists, he/she may recommend that the Board adopt a resolution requesting the State Superintendent of Public Instruction to permanently exclude the student from attendance in any Ohio school. Written notice of the Superintendent's recommendation for permanent exclusion is provided to the student and his/her parent(s).

The Board acts upon the Superintendent's recommendation within 14 days. Among the items the Board considers is information on:

1. academic and extracurricular activity record of the student;

2. disciplinary record of the student;

3. social history of the student;

4. response to prior discipline and sanctions;

5. seriousness of the offense and any aggravating circumstances;

6. any mitigating circumstances;

7. evidence regarding the possible danger to other students and employees if the student remains in the District;

8. evidence regarding the probable disruption of the graded course of study and

9. availability of less serious sanctions that would permit the student to stay in the District without conflict with either (7) or (8).

The Board may allow for the hearing of witnesses and the presentation of additional evidence.

If the Board adopts the resolution to permanently exclude the student, the Board:

1. forwards the written resolution, together with the adjudication or conviction and a copy of the student's entire school record, to the State Superintendent;

2. promptly designates a representative to present the District's case for permanent exclusion to the State Superintendent and

3. forwards a copy of the resolution to the student and his/her parent(s).

If the State Superintendent rejects the resolution, the student shall be readmitted to the District's schools.

No employee shall knowingly admit, or cause by inaction to be admitted, any student who has been permanently excluded.

Readmission

If the Superintendent determines that a permanently excluded student no longer represents a danger to the health and safety of other students or staff, the Superintendent may recommend that the student be readmitted.

On the recommendation of the Superintendent, the Board considers a resolution requesting the State Superintendent to revoke the permanent exclusion. If the Board adopts the resolution, it is forwarded to the State Superintendent, together with the reasons for the resolution and any relevant information.

Probationary Admission Following Permanent Exclusion

Under State law, a student permanently excluded from school may request probationary admission for a period not to exceed 90 days in any public school district.

If a student requests consideration of probationary admission into this District, the Superintendent may enter into discussions with the student and his/her parent(s) to develop a probationary admission plan designed to meet the educational needs of the child and the disciplinary requirements of the District.

If a satisfactory plan is developed, the Superintendent recommends that the Board allow the student to attend classes according to the terms of the plan. The Board acts on the recommendation within 14 days.

If a student violates the terms of the readmission plan, the Superintendent may immediately remove the student, pending action by the Board. The Board's action must take place within five days from receipt of the Superintendent's recommendation to revoke the readmission.

A student in compliance with his/her probationary readmission plan may request either an extension of the plan for an additional 90 days or for the Superintendent to recommend that the permanent exclusion be revoked.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 16, 2021]

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 3313.66; 3313.661; 3313.662

CROSS REFS.: ACAA, Sexual Harassment
JFCJ, Weapons in the Schools
JGD, Student Suspension
JGE, Student Expulsion

STUDENT INVOLVEMENT IN DECISION MAKING

Students share responsibility for developing a climate in the school that is conducive to learning. Through participation in the decision-making process, students can be an important resource for the improvement of the school, the educational system and the community. Periodically, students may be asked to review Board policies and school rules and regulations. Final authority for all decisions rests with the Board.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REF.: OAC 3301-35-04

CROSS REFS.: AD, Development of Philosophy of Education
BCE, Board Committees
BCF, Advisory Committees to the Board
Student Handbooks

STUDENT CONDUCT
(Zero Tolerance)

Students are expected to conduct themselves in a way that exhibits respect and consideration for the rights of others. Students of the District must conform with school regulations and accept directions from authorized school personnel. The Board has "zero tolerance" of violent, disruptive, harassing, intimidating, bullying or any other inappropriate behavior by its students.

A student who fails to comply with established school rules or with any reasonable request made by school personnel on school property and/or at school-related events is subject to approved student discipline regulations. Students are also subject to discipline, as outlined in the student code of conduct for misbehavior that occurs off school property when the misbehavior endangers the health and safety of students within the District or adversely affects the education process. The Superintendent/designee develops regulations that establish strategies ranging from prevention to intervention to address student misbehavior, and provides continuing instruction in dating violence prevention in health education courses in grades 7 through 12.

Students and parents receive, at the beginning of each school year or upon enrolling in the District schools during the year, written information on the rules and regulations to which they are subject while in school or participating in any school-related activity or event. The information includes the types of conduct that are subject to suspension or expulsion from school or other forms of disciplinary action. The Board directs the administration to make all students aware of the student code of conduct and the fact that any violations of the student code of conduct are punishable. The rules also apply to any form of student misconduct directed at a District official or employee or the property of a District official or employee, regardless of where the misconduct occurs.

If a student violates this policy or the student code of conduct, school personnel, students or parents should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the State of Ohio and local ordinances.

A student may be expelled for up to one year if he/she commits an act that inflicts serious physical harm to persons or property if it was committed at school, on other school property or at a school activity, event or program.

The Superintendent is authorized to expel a student from school for a period not to exceed one year for making a bomb threat to a school building, or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this provision extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

Matters which might lead to a reduction of the expulsion period include the student's mental and/or physical characteristics or conditions, the age of the student and its relevance to the punishment, the prior disciplinary history of the student and/or the intent of the perpetrator.

The student code of conduct is made available to students and parents and is posted in a central location within each building.

[Adoption date: July 31, 1995]
[Re-adoption date: August 17, 1998]
[Re-adoption date: December 30, 2002]
[Re-adoption date: August 21, 2006]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 1751
The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Children's Internet Protection Act; 47 USC 254(h)(5)(b)(iii); (P.L. 106-554, HR 4577, 2000, 114 Stat 2763)
ORC 3313.20; 3313.534; 3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS.: AC, Nondiscrimination
EBC, Emergency Management and Safety Plans
ECAB, Vandalism
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCJ, Weapons in the Schools
JFCK, Use of Electronic Communication Equipment by Students
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
JM, Staff-Student Relations (Also GBH)
JP, Positive Behavioral Interventions and Supports
Student Handbooks

STUDENT CONDUCT ON DISTRICT MANAGED TRANSPORTATION

The Board furnishes transportation in compliance with State law. This fact does not relieve parents of students from the responsibility of supervision until such time as the student boards the vehicle and after the student leaves the vehicle at the end of the school day.

Students on District managed transportation are under the authority of, and directly responsible to, the driver. The driver has the authority to enforce the established regulations for rider conduct. Disorderly conduct or refusal to submit to the authority of the driver is sufficient reason for refusing transportation services or suspending transportation services to any student once proper procedures are followed.

The Board authorizes the Superintendent or other administrators to suspend a student from District managed transportation privileges for a period not to exceed one school year. The only due process required is the student must receive notice of an intended suspension from District managed transportation and an opportunity to appear before the Superintendent or other administrator before the suspension is imposed.

The Board's policy regarding suspension from District managed transportation privileges must be posted in a central location in each school building and made available to students upon request.

Regulations regarding conduct on District managed transportation, as well as general information about the school transportation program, are available to all parents and students.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3327.01; 3327.014
OAC 3301-83-08

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
Staff Handbooks
Student Handbooks

HAZING AND BULLYING
(Harassment, Intimidation and Dating Violence)

Hazing means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person.

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

Bullying, harassment and intimidation is an intentional written, verbal, electronic or physical act that a student has exhibited toward another particular student more than once. The intentional act also includes violence within a dating relationship. The behavior causes mental or physical harm to the other student and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student. This behavior is prohibited on school property, on a school bus or at a school-sponsored activity. Students found responsible for harassment, intimidation or bullying by an electronic act may be suspended. Discipline procedures will not infringe on any student's rights under the First Amendment to the Constitution of the United States. When the behavior is sexual harassment, the Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

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

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

Prohibited activities of any type, including those activities engaged in via computer and/or electronic communications devices or electronic means, are inconsistent with the educational process and are prohibited at all times. The District educates minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

No administrator, teacher or other employee of the District shall encourage, permit, condone or tolerate any hazing and/or bullying activities. No students, including leaders of student organizations, are permitted to plan, encourage or engage in any hazing and/or bullying.

Administrators, teachers and all other District employees are particularly alert to possible conditions, circumstances or events that might include hazing, bullying and/or dating violence. If any of the prohibited behaviors are planned or discovered, involved students are informed by

the discovering District employee of the prohibition contained in this policy and are required to end all such activities immediately. All hazing, bullying and/or dating violence incidents are reported immediately to the principal/designee and appropriate discipline is administered. When employees have actual knowledge that the behavior is sexual harassment, they must contact the Title IX Coordinator.

The Superintendent/designee must provide the Board President with a semiannual written summary of all reported incidents and post the summary on the District's website, to the extent permitted by law.

The administration provides training on the District's hazing and bullying policy to District employees and volunteers who have direct contact with students and by November 30 annually reports to the Ohio Department of Education compliance with this requirement through the consolidated school mandate report. If the District reports noncompliance, the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Additional training is provided to elementary employees in violence and substance abuse prevention and positive youth development.

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

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

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: November, 2004]
[Re-adoption date: December 17, 2007]
[Re-adoption date: June 21, 2010]
[Re-adoption date: April 16, 2012]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 16, 2021]

LEGAL REFS.: Children's Internet Protection Act; 47 USC 254 (h)(5)(b)(iii);
(P.L. 106-554, HR 4577, 2000, 114 Stat 2763)
Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 117.53
2307.44
2903.31
3301.22
3301.68
3313.666; 3313.667
3319.073; 3319.321

CROSS REFS.: AC, Nondiscrimination
ACA, Nondiscrimination on the Basis of Sex
ACAA, Sexual Harassment
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IGAE, Health Education
IIBH, District Websites
JFC, Student Conduct (Zero Tolerance)
JFCK, Use of Electronic Communications Equipment by Students
JHG, Reporting Child Abuse and Mandatory Training
JO, Student Records
Student Handbooks

HAZING AND BULLYING
(Harassment, Intimidation and Dating Violence)

The prohibition against hazing, dating violence, harassment, intimidation or bullying is publicized in student handbooks and in the publications that set the standard of conduct for schools and students in the District. In addition, information regarding the policy is incorporated into employee handbooks and training materials. When the behavior involves allegations of sexual harassment, the Title IX sexual harassment grievance process will be followed, as applicable. When the behavior is sexual harassment, the Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

School Personnel Responsibilities and Complaint Procedures

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

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

1. physical violence and/or attacks;

2. threats, taunts and intimidation through words and/or gestures;

3. extortion, damage or stealing of money and/or possessions;

4. exclusion from the peer group or spreading rumors;

5. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other Web-based/online sites (also known as “cyberbullying”), such as the following:

    A. posting slurs on websites, social networking sites, blogs or personal online journals;

B. sending abusive or threatening emails, website postings or comments and instant messages;

C. using camera phones to take embarrassing photographs or videos of students and/or distributing or posting the photos or videos online and

D. using websites, social networking sites, blogs or personal online journals, emails or instant messages to circulate gossip and rumors to other students.

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

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

Teachers and Other School Staff

Teachers and other school staff who witness acts of hazing, bullying and/or dating violence, as defined above, promptly notify the building principal/designee of the event observed, and promptly file a written incident report concerning the events witnessed.

Teachers and other school staff who receive student or parent reports of suspected hazing, bullying and/or dating violence promptly notify the building principal/designee of such report(s). If the report is a formal, written complaint, the complaint is forwarded to the building principal/designee no later than the next school day. If the report is an informal complaint by a student that is received by a teacher or other certificated employee, he/she prepares a written report of the informal complaint that is forwarded to the building principal/designee no later than the next school day.

Complaints

1. Formal Complaints

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

2. Informal Complaints

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

3. Anonymous Complaints

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

4. False Complaints

Students are prohibited from deliberately making false complaints of harassment, intimidation or bullying. Students found responsible for deliberately making false reports of harassment, intimidation or bullying may be subject to a full range of disciplinary consequences.

Intervention Strategies

1. Teachers and Other School Staff

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

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

2. Administrator Responsibilities

A. Investigation

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

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

When hazing and/or bullying is based on race, color, national origin, sex, or disability, and the behavior creates a hostile environment, the applicable nondiscrimination grievance procedures are implemented where applicable.

B. Nondisciplinary Interventions

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

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

C. Disciplinary Interventions

When acts of harassment, intimidation and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Discipline procedures will not infringe on any student's rights under the First Amendment to the Constitution of the United States.

Anonymous complaints that are not otherwise verified, however, cannot provide the basis for disciplinary action.

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

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

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

Report to the Custodial Parent or Guardian of the Perpetrator

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

Strategies are developed and implemented to protect students from new or additional harassment, intimidation or bullying, and from retaliation following reporting of incidents.

Reports to the Victim and His/Her Custodial Parent or Guardian

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

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

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

Police and Child Protective Services

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

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

(Approval date: December 17, 2007)
(Re-approval date: April 16, 2012)
(Re-approval date: October 21, 2019)
(Re-approval date: February 16, 2021)

TOBACCO USE BY STUDENTS

The Board has a duty to protect and promote the health and well-being of all students and staff. The Board is acutely aware of the serious health risks associated with the use of tobacco products, both to users and nonusers, and that most tobacco use begins by the age of 18. Therefore, the Board adopts this 100% tobacco-free District policy to endorse a healthy lifestyle and prevent tobacco use.

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

Tobacco Use Prohibited

No student is permitted to smoke, inhale, vape, dip or chew tobacco at any time, including non-school hours:

1. in any building, facility or vehicle owned, leased, rented or chartered by the District or

2. on school grounds, athletic facilities or parking lots.

No student is permitted to smoke, inhale, vape, dip or chew tobacco at any time, including non-school hours, at any school-sponsored event off campus.

Additionally, no student is permitted to possess cigarettes, lighters or other tobacco products including: filters, rolling papers, pipes, blunt or hemp wraps and liquids used in electronic smoking devices at any time.

Providing Notice

"No Tobacco" signs will be posted throughout the District at entrances and other appropriate locations in all academic buildings, administrative spaces and athletic fields. Students are provided notice of this policy through student handbooks. District vehicles will display the international "No Smoking" insignia. Announcements will be made during home athletic events both before the event and during intermission, as well as at all school functions where deemed appropriate. School programs will include a written reminder of the no tobacco use on District property policy.

Students and parents are given copies of the standards of conduct and statement of disciplinary sanctions, and notified that compliance with the standards of conduct is mandatory.

Enforcement

Disciplinary measures taken against students for violations of this policy comply with the requirements of Federal and State law and related District policies and regulations. Specific measures are outlined in the student code of conduct.

Educational Reinforcement

Tobacco use prevention education is closely coordinated with the other components of the school health program. Staff responsible for teaching tobacco use prevention education have adequate pre-service training and participate in ongoing professional development activities to effectively deliver the education program. Preparation and professional development activities provide basic knowledge about the effects of tobacco use and effects of peer pressure on tobacco use combined with skill practice in effective instructional techniques and strategies and program-specific activities.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 10, 2020]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Goals 2000: Educate America Act; 20 USC 6081 through 6084
ORC 3313.66; 3313.661; 3313.751
3794.01; 3794.02; 3794.04; 3794.06
OAC 3301-35-02; 3301-35-04

CROSS REFS.: JFA, Student Due Process Rights
JFC, Student Conduct (Zero Tolerance)
JGD, Student Suspension
JGE, Student Expulsion
Student Handbooks

ALCOHOL USE BY STUDENTS/STUDENT DRUG ABUSE

The Board recognizes its share of the responsibility for the health, welfare and safety of the students who attend the District's schools. The Board is concerned about the problems of alcohol and drug abuse and recognizes that illegal or inappropriate use of alcohol, narcotic drugs, depressants or other controlled substances is wrong and harmful and constitutes a hazard to the positive development of all students.

The Board does not permit any student to possess, transmit, conceal, offer for sale, consume, show evidence of having consumed or used any alcoholic beverages, illegal drugs, unprescribed drugs, look-alike drugs or any mind-altering substance while on school grounds or facilities; at school-sponsored events; in other situations under the authority of the District or in school-owned or school-approved vehicles. Included in this prohibition are any substances represented as a controlled substance, nonalcoholic beers, steroids, tobacco and tobacco products and drug paraphernalia.

The Board wishes to emphasize the following requirements:

1. A student is required to obey existing laws on school grounds and while involved in school activities. School authorities have the same responsibility as any other citizen to report violations of the law. The final disposition of any problem, however, is determined by the building principal with due consideration of the welfare of the student and of any other relevant factors involved.

2. Discipline is imposed independent of court action. Students are subject to immediate suspension or expulsion proceedings for possession or use of illegal drugs or alcoholic beverages.

3. Parents and students are given a copy of the standards of conduct and the statement of disciplinary sanctions and are notified that compliance with the standards of conduct is mandatory.

4. If conditions warrant, the administration refers the student for prosecution and offers full cooperation in a criminal investigation.

5. A reduction in penalty may be considered if the student receives professional assistance. Professional assistance may include but not be limited to an alcohol/drug education program; assessment with follow-through based on the assessment findings, counseling, outpatient treatment or inpatient treatment.

The Superintendent establishes and the Board considers for approval detailed procedures for dealing with students who may have a drug or alcohol problem. These procedures are in compliance with all applicable laws and observed by all staff members. It is the desire of the Board for students with problems to feel secure enough to ask for help from their teachers or counselors without fear of reprisal. Confidentiality shall be maintained within the limits of the law. The long-range welfare of the student is paramount.

[Adoption date: August 21, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Drug-Free Campus and Schools Act; 20 USC 3224(a)
ORC 2925.01; 2925.11; 2925.14; 2925.37
3313.66; 3313.661
3719.011; 3719.41

CROSS REFS.: IGAG, Drugs, Alcohol and Tobacco Education
JFC, Student Conduct (Zero Tolerance)
JHCD, Administering Medicines to Students
Student Handbooks

WEAPONS IN THE SCHOOLS

The Board is committed to providing the students of the District with an educational environment that is free of the dangers of firearms, knives and other weapons.

The definition of a firearm is any weapon (including a starter gun) which is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer or any destructive device (as defined in 18 U.S.C.A. Section 921) that includes any explosive, incendiary or poisonous gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or device similar to any of the devices described above. A knife is defined as a cutting instrument having a sharp blade that is capable of causing serious bodily injury.

Unless a student is permanently excluded, the Superintendent shall expel a student from school for a period of one year for bringing a firearm or knife to a school within the District or onto any other property owned or controlled by the Board, or for possessing a firearm or knife at a school or on any other property owned or controlled by the Board, which firearm or knife was initially brought onto school property by another person, except that the Superintendent may reduce this requirement on a case-by-case basis in accordance with this policy. Any such expulsion shall extend, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

Matters that might lead to a reduction of the expulsion period include the student's mental and/or physical characteristics or conditions, the age of the student and its relevance to the punishment, the prior disciplinary history of the student and/or the intent of the perpetrator.

A student may be expelled for up to one year for firearm-related or knife-related incidents occurring off school property while at a school-sponsored interscholastic competition, extracurricular event or other school-sponsored activity.

A student suspended, expelled, removed or permanently excluded from school for misconduct involving a firearm or knife also loses his/her driving privileges. The District must notify the county juvenile judge and registrar of motor vehicles within two weeks of the suspension, expulsion or permanent exclusion.

The Board prohibits students from knowingly possessing an object on school premises, in a school or a school building, at a school activity or on a school vehicle if both of the following apply.

1. The object is indistinguishable from a firearm, whether or not the object is capable of being fired.

2. The person indicates that the person possesses the object and that it is a firearm, or the person knowingly displays or brandishes the object and indicates that it is a firearm.

As defined by State law and for purposes of this policy, an "object that is indistinguishable from a firearm" means an object made, constructed or altered so that, to a reasonable person without specialized training in firearms, the object appears to be a firearm.

Students found in violation of numbers 1 and 2 above may be reported to the local law enforcement authority and may be prosecuted under State criminal statutes, as well as disciplined in accordance with the provisions of the District's student code of conduct and State law.

The Superintendent is authorized to expel a student from school for a period not to exceed one year for making a bomb threat to a school building, or to any premises at which a school activity is occurring at the time of the threat. Any expulsion under this provision extends, as necessary, into the school year following the school year in which the incident that gives rise to the expulsion takes place.

[Adoption date: July 31, 1995]
[Re-adoption date: December 18, 2000]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: 18 USC 921
20 USC 2701 et seq., Title IX 9001-9005
Gun-Free Schools Act; 20 USC 7151
ORC 2923.122
3313.66; 3313.661; 3313.662
3321.13

CROSS REFS.: JEGA, Permanent Exclusion
JFC, Student Conduct (Zero Tolerance)
JFCL, Unsafe Schools (Persistently Dangerous Schools)
JGD, Student Suspension
JGDA, Emergency Removal of Student
JGE, Student Expulsion
Student Code of Conduct

USE OF ELECTRONIC COMMUNICATIONS EQUIPMENT BY STUDENTS

Students may be allowed to possess electronic communications devices while on school property or while attending school-sponsored activities on or off school property, as long as these devices are used in compliance with building regulations.

Students violating District procedures for use of electronic devices may have their device confiscated and may be subject to discipline.

The District assumes no liability if these devices are broken, lost or stolen. Notices of this policy are posted in a central location in every school building and in the student handbooks.

[Adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.20; 3313.753

CROSS REFS.: AC, Nondiscrimination
EDE, Computer/Online Services (Acceptable Use and Internet Safety)
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
Student Handbooks

UNSAFE SCHOOLS
(Persistently Dangerous Schools)

The Board complies with State and Federal law in adopting a policy on persistently dangerous schools.

A student attending a "persistently dangerous" school in this District or who becomes a victim of a "violent criminal offense," "as determined by State law," anywhere on District "grounds" or during school-sponsored activities is allowed to attend another school in the District that is not persistently dangerous that offers instruction at the student's grade level. However, there is no transfer option if there is no other school in this District that offers instruction at the student's grade level.

A "persistently dangerous" school is defined by State law as a school that has two or more violent criminal offenses in or on school grounds, per 100 students, in each of two consecutive school years. In schools with 300 or fewer students enrolled, six or more violent criminal offenses must occur. Likewise, if a school has 1,350 or more students enrolled, 27 or more violent criminal offenses must occur in each of two consecutive school years.

"Violent criminal offense" refers to any violent criminal offense set forth and defined in State law as violent in nature.

"As determined by State law" means that the student has been identified as the victim and the perpetrator has pled guilty to, been adjudicated or convicted of a violent criminal offense in an Ohio court.

"Grounds" includes school bus transportation to and from school and school-sponsored activities and designated bus stops.

[Adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
OAC 3301-35-02; 3301-35-04

CROSS REFS.: JFC, Student Conduct (Zero Tolerance)
JFCJ, Weapons in the Schools
Student Handbooks

PREGNANT STUDENTS

The Board affirms the right of a pregnant student to continue her participation in the educational program.

As soon as the pregnancy is medically confirmed, the Board recommends that the student consult with a member of the student personnel staff or the principal to plan her educational program.

With the staff member involved, the student may elect any of the following educational plans or suggest alternatives.

1. She may remain in her present school program, with modifications as necessary until the birth of her baby is imminent or until her physician states that continued participation would be detrimental to her health or that of the baby.

2. When information has been obtained from the student's physician indicating that the student is unable to attend school, homebound instruction is available at school expense until her physician states that she is physically able to return to school.

3. With approval of the Superintendent/designee, she may temporarily withdraw from school and enroll in an approved educational program in which she can continue her education.

Efforts are made to ensure that the educational program of the student is disrupted as little as possible and that she receives health and counseling services, as well as instruction. Students under the age of 18 are still subject to compulsory education requirements. Students 18 or older are encouraged to return to school after delivery and complete requirements for graduation.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 3321.01; 3321.04

CROSS REF.: JB, Equal Educational Opportunities

INTERROGATIONS AND SEARCHES

The District has responsibility for the control and management of students during the school day and hours of approved extracurricular activities. While discharging its responsibility, the administration is to make an effort to protect each student's rights with respect to interrogations by law enforcement officials. The administration has developed regulations to be followed in the case of searches and interrogations.

The right to inspect students' school lockers or articles carried upon their persons and to interrogate an individual student is inherent in the authority granted school boards. All searches are conducted sparingly and only when such search is reasonably likely to produce tangible results to preserve discipline and good order and the safety and security of persons and their property. The Board permits building administrators/designees to search any unattended bag for safety and identification purposes.

Student lockers are the property of the District, and since random searches have a positive impact on reducing drugs and other criminal activity, the Board permits building administrators/designees to search any locker and its contents as the administrator/designee believes necessary. Such notice will be posted at or near the entrance to the school grounds and at the main entrance to each school building.

The Board directs the Superintendent to authorize the use of dogs trained in detecting the presence of drugs and explosive devices. The dogs may be used to patrol the school facilities and grounds, including the lockers and parking areas. Use of dogs may be unannounced and random. If a trained canine alerts to a particular vehicle, locker or other container, it shall create reasonable suspicion to search that vehicle, locker or container in accordance with this policy.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: U.S. Const. Amend. IV
ORC 3313.20

CROSS REF.: JHG, Reporting Child Abuse and Mandatory Training

INTERROGATIONS AND SEARCHES

Searches of School Property Assigned to a Student

The following rules apply to the search of school property assigned to a student (locker, desk, etc.) and the seizure of items in his/her possession.

1. General housekeeping inspection of school property may be conducted with reasonable notice. Random searches of lockers may be conducted.

2. A search of a desk or other storage space may be conducted when there exists reasonable suspicion for school authorities to believe that the area being searched contains evidence of a crime or violation of school rules.

3. Search of an area assigned to a student should be for a specifically identified item and should be conducted in his/her presence and with his/her knowledge.

4. Items, the possession of which constitutes a crime or violation of school rules, or any other possessions reasonably determined to be a threat to the safety or security of others may be seized by school authorities at any time.

Searches of a Student's Person or Personal Property by School Personnel

Building administrators/designees are permitted to search the person and personal property (purse, backpack, gym bag, etc.) of a student where there is reason to believe that evidence will be obtained indicating the student's violation of either the law or school rules. The following rules apply in such cases.

1. There should be reasonable suspicion to believe that the search will result in obtaining evidence that indicates the student's violation of the law or school rules.

2. Searches of a student's person are conducted by a member of the same sex as the student.

3. Searches are conducted in the presence of another administrator or staff member.

4. Parents of a minor student who is the subject of a search are notified of the search and are given the reason(s) for the search as soon as feasible after completion of the search.

5. When evidence is uncovered indicating that a student may have violated the law, law enforcement officials shall be notified.

6. Strip searches should be discouraged. A substantially higher degree of certainty (more than a reasonable belief) is required prior to conducting such a search. In cases in which school officials believe a strip search is necessary, law enforcement officials should be called to conduct the search.

Searches of Unattended Bags by School Personnel

Building administrators/designees are permitted to search any unattended bag found on District property for safety and identification purposes. Once the administrator/designee has determined the identity of the owner and that no safety or security issue exists, any subsequent searches of the item are based upon reasonable suspicion.

Searches of Student Property by Law Enforcement Officials

A law enforcement agency must have probable cause or produce a warrant prior to conducting any search of a student's personal property kept on school premises. When the law enforcement officials have reason to believe that any item which might pose an immediate threat to the safety or security of others is kept in a student locker, desk or other storage space, searches may be conducted without a previously issued warrant.

Interrogations by Law Enforcement Officials

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to try to protect each student under its control; therefore, the following steps shall be taken.

1. The questioning of students by law enforcement agencies is limited to situations where parental consent has been obtained or the school official has made an independent determination that reasonable grounds exist for conducting an interrogation during school hours.

2. Whenever possible, law enforcement officials should contact and/or question students out of school. When it is absolutely necessary for an officer to make a school contact with a student, the school authorities will bring the student to a private room and the contact is made out of the sight of others as much as possible.

3. The school principal must be notified before a student may be questioned in school or taken from a classroom.

4. The administration shall attempt to notify the parent(s) of the student to be interviewed by the law enforcement officials before questioning begins, unless extenuating circumstances dictate that this not be done.

5. To avoid possible criticism, a school official requests to be present when an interrogation takes place within the school.

6. When law enforcement officials remove a student from school, the administration will make an attempt to notify the parent(s).

7. Law enforcement officials should always be notified by the school principal whenever a student is involved in any type of criminal activity. When the principal learns of this involvement, he/she should notify the juvenile officer or detective bureau of the law enforcement agency. The school should not attempt to handle matters that are properly in the realm of a law enforcement agency.

(Approval date: July 31, 1995)
(Re-approval date: December 30, 2002)
(Re-approval date: October 21, 2019)

STUDENT SUSPENSION

The Superintendent, principals, assistant principals and other designated administrators may suspend a student from school for disciplinary reasons outlined in the student code of conduct. A student cannot be suspended from school solely because of unexcused absences. When an employee has actual knowledge that the behavior is sexual harassment, the Title IX Coordinator must be contacted. The Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

No period of suspension is for more than 10 school days. If, at the time a suspension is imposed, fewer than 10 days remain in the school year, the Superintendent cannot apply any or all of the period of suspension to the following year.

The Superintendent may instead require a student to perform community service or another alternative consequence for the number of hours remaining in the student's suspension. The Board directs the Superintendent to develop a list of alternative consequences that may be used. If the student is required to perform community service or another alternative consequence during the summer, he/she will be required to begin serving the consequence during the first full weekday of summer break. If a student fails to complete the community service or assigned alternative consequence, the Superintendent may determine the next course of action but still cannot require the student to serve the remaining time of the out-of-school suspension at the beginning of the following school year.

Beginning with the 2019-2020 academic year, the District will reduce the number of out-of-school suspensions for non-serious offenses, as defined by State law, for students in grades pre-K through three in accordance with State law. Such out-of-school suspensions will be eliminated by the 2021-2022 school year.

Whenever possible, principals will consult with a mental health professional under contract with the District or school prior to suspending a student in grades pre-K through three. If needed, the principal or mental health professional will assist the student's parent in locating additional mental health services.

The District permits students to complete any classroom assignments missed due to suspension. Students will receive at least partial credit upon completion of any assignment missed due to suspension. The Board directs the Superintendent to develop written procedures for completing and grading these assignments. Grade reductions are permitted, but students will not receive a failing grade on a completed assignment solely due to the student's suspension.

The guidelines listed below are followed for all out-of-school suspensions.

1. The student is informed in writing of the potential suspension and the reasons for the proposed action.

2. The student is provided an opportunity for an informal hearing to challenge the reason for the intended suspension and explain his/her actions.

3. An attempt is made to notify the parent(s) by telephone if a suspension is issued.

4. Within one school day, a letter is sent to the parent(s) stating the specific reasons for the suspension and including notice of the right to appeal such action.

5. Notice of this suspension is sent to the:

    A. Superintendent and

    B. student's school record (not for inclusion in the permanent record).

6. Permanent Exclusion — If the offense is one for which the District may seek permanent exclusion, the notice contains that information.

Appeal Procedure

Should a student or a student's parent(s) choose to appeal the principal's suspension, he/she must do so within 10 calendar days of the notice of suspension. The appeal shall be in writing and made to the Superintendent. If dissatisfied with the Superintendent's decision, an appeal may be made to the Board. At the request of the student or of the student's parent(s) or attorney, the meeting may be held in executive session. All witnesses are sworn and a verbatim record is kept of the hearing. The decision of the Board shall be acted upon at a public meeting. The student may be excluded from school during the appeal process.

Appeal to the Court

Under State law, appeal of the Board's or its designee's decision may be made to the Court of Common Pleas.

[Adoption date: July 31, 1995]
[Re-adoption date: November 15, 1999]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 10, 2020]
[Re-adoption date: February 16, 2021]

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS.: ACAA, Sexual Harassment
IGCI, Community Service
JEGA, Permanent Exclusion
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCJ, Weapons in the Schools
JG, Student Discipline
JGE, Student Expulsion

EMERGENCY REMOVAL OF STUDENT

If a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the Superintendent, principal, assistant principal or personnel employed to direct, supervise or coach a student activity program may remove the student from the premises. When the behavior is sexual harassment as defined by Title IX regulations, the student may be removed on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the student with notice and an opportunity to challenge the decision immediately following the removal.

If either suspension or expulsion is contemplated, a due process hearing is held on the next school day after the removal is ordered. Written notice of the hearing and the reason for removal and any intended disciplinary action is given to the student as soon as practicable prior to the hearing. The student has the opportunity to appear at an informal hearing before the principal, assistant principal and the Superintendent/designee and has the right to challenge the reasons for the removal or otherwise explain his/her actions. The person who ordered or requested the removal is present at the hearing. Within one school day of the decision to suspend, written notification is given to the parent(s) of the student. This notice includes the reasons for the suspension and the right of the student or parent(s) to appeal to the Superintendent/designee.

If the Superintendent or principal reinstates a student prior to the hearing for emergency removal, the teacher may request, and is given, written reasons for the reinstatement. The teacher cannot refuse to reinstate the student.

In an emergency removal, a student can be kept from class until the matter of the alleged misconduct is disposed of either by reinstatement, suspension or expulsion.

Students in grades pre-K through three may only be removed for the remainder of the school day and must be permitted to return the following school day. The District may only proceed with a related suspension or expulsion in compliance with State law.

In all cases of normal disciplinary procedures in which a student is removed from a curricular or extracurricular activity for less than 24 hours and is not subject to further suspension or expulsion, due process requirements do not apply.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 16, 2021]

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 3313.66; 3313.661; 3313.662

CROSS REFS.: ACAA, Sexual Harassment
ECAB, Vandalism
JFC, Student Conduct (Zero Tolerance)
JFCJ, Weapons in the Schools
JGD, Student Suspension
JGE, Student Expulsion

STUDENT EXPULSION

At times, the behavior of a student can be considered so serious as to justify total removal from the educational program for a prolonged period of time. Actions meriting expulsion are outlined in the student code of conduct. A student cannot be expelled from school solely because of unexcused absences. When an employee has actual knowledge that the behavior is sexual harassment, the Title IX Coordinator must be contacted. The Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

Only the Superintendent may expel a student. Expulsion is the removal of a student for more than 10 days, but not more than one year. An expulsion can extend beyond the end of the school year if there are fewer school days than expulsion days remaining. The Superintendent may apply any remaining part or all of the period of the expulsion to the following school year.

The Superintendent may require a student to perform community service in conjunction with or in place of an expulsion. The Board may adopt guidelines to permit the Superintendent to impose a community service requirement beyond the end of the school year in lieu of applying the expulsion into the following school year.

Whenever possible, principals will consult with a mental health professional under contract with the District or school prior to expelling a student in grades pre-K through three. If needed, the principal or mental health professional will assist the student's parent in locating additional mental health services.

Beginning with the 2019-2020 academic year, the District will reduce the number of expulsions for non-serious offenses, as defined by State law, for students in grades pre-K through three in accordance with State law. Such expulsions will be eliminated by the 2021-2022 school year.

The Superintendent shall give the student and parent(s) written notice of the intended expulsion, including reasons for the intended expulsion. The student and parent(s) or representative have the opportunity to appear on request before the Superintendent/designee to challenge the action or to otherwise explain the student's actions. This notice shall state the time and place to appear, which must not be fewer than three days nor more than five days after the notice is given.

Within 24 hours of the expulsion, the Superintendent shall notify the parent(s) of the student and the Treasurer.

The notice shall include the reasons for the expulsion, the right of the student or parent(s) to appeal to the Board or its designee, the right to be represented at the appeal and the right to request that the hearing be held in executive session.

The Superintendent will initiate expulsion proceedings against a student who has committed an act that warrants expulsion even if the student withdraws from school before the Superintendent has held the hearings or made the decision to expel the student.

Permanent Exclusion

If the offense is one for which the District may seek permanent exclusion, the notice shall contain that information.

Appeal to the Board

A student or a student's parent(s) may appeal the expulsion by the Superintendent to the Board or its designee. The expulsion appeal must be within 14 calendar days after the notice of intent to expel was provided to the student, parent, guardian or custodian. The appeal request shall be in writing to the Treasurer and at the request of the student or of the student's parent(s) or attorney, the meeting may be held in executive session. The student may be represented in all such appeal proceedings and is granted a hearing before the Board or its designee. All witnesses are sworn and a verbatim record is kept of the hearing. The decision of the Board shall be acted upon at a public meeting. The student may be excluded from school during the appeal process.

Appeal to the Court

Under State law, the decision of the Board may be further appealed to the Court of Common Pleas.

Any student who is expelled from school for more than 20 days or into the following semester or school year is referred to an agency that works towards improving the student's attitudes and behavior. The Superintendent provides the student and his/her parent(s) with the names, addresses and telephone numbers of the public and private agencies providing such services.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 10, 2020]
[Re-adoption date: February 16, 2021]

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC Chapter 2506
3313.66; 3313.661; 3313.662; 3313.668

CROSS REFS.: ACAA, Sexual Harassment
ECAB, Vandalism
IGCI, Community Service
JEGA, Permanent Exclusion
JFC, Student Conduct (Zero Tolerance)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCJ, Weapons in the Schools
JGD, Student Suspension
JGDA, Emergency Removal of Student

STUDENT HEALTH SERVICES AND REQUIREMENTS

The Board recognizes the responsibility of the District to help protect the health of students. Health services are an integral part of comprehensive school improvement, assisting all students to increase learning, achievement and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental and social well-being. Student health services ensure continuity and create linkages between school, home and community service providers. The District's comprehensive school improvement plan, needs and resources determine the linkages. The principal is responsible for the administration of the health program in his/her school.

Of necessity, school health services must be limited to the prevention and detection of health problems, referral of problems through parents to the family physicians or community health agencies and emergency care.

Each school shall have on file for each student an emergency medical authorization form providing information from the parent(s) on how they wish the school to proceed in the event of a health emergency involving the student and authorization for the school in case emergency action must be taken.

Annually, the District will notify parents of physical exams or screenings conducted on students except for vision or hearing.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.
42 USC Section 12101 et seq. (1997)
20 USC 1232g Section 1400 6301 et seq. (1997)
29 USC Section 794(a)(1988)
ORC 3313.50; 3313.67 through 3313.73
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBA, Programs for Students with Disabilities
JED, Student Absences and Excuses
JHCB, Immunizations
JHCD, Administering Medicines to Students
JHG, Reporting Child Abuse and Mandatory Training

PHYSICAL EXAMINATIONS OF STUDENTS

The District requires health records of students under the following circumstances.

1. Kindergarten and first-grade students entering school for the first time must have a completed health record before being admitted to school.

2. Health records are requested for all students transferring into the District. If the previous school does not forward a record or if it is incomplete, it is the parents' responsibility to comply with health requirements for students.

3. Students must have physical examinations prior to their participation in interscholastic athletic programs.

The District screens students for hearing, vision, speech and communications, and health or medical problems and for any developmental disorders prior to November 1 of the school year in which a pupil is enrolled for the first time in either kindergarten or first grade in a manner determined by the Board. The District notifies parents, prior to August 1 of the year in which the pupil is required to be screened and gives parents the opportunity to submit a written statement excluding their children. If the results of any screening reveal the possibility of special learning needs, the District conducts further assessment in accordance with State law.

The District reports compliance with these screening requirements to the Ohio Department of Education by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance, the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Parents have the right to refuse to allow their child to participate in nonemergency invasive physical examinations or screenings. Invasive physical exam is defined as any "medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body, but does not include a hearing or vision exam."

The District notifies parents, on an annual basis, of the administration of additional health and physical screenings and examinations and, thereby, gives parents the opportunity to exclude their children.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
ORC 3301.68
3313.50; 3313.671; 3313.673; 3313.68; 3313.73
Chapter 3323

CROSS REFS.: JHC, Student Health Services and Requirements
JHCB, Immunizations

IMMUNIZATIONS

In order to minimize the spread of preventable illnesses in schools and provide students with a healthier learning environment, the Board requires immunizations in compliance with State law and the Ohio Department of Health for each student unless the parent(s) file an objection. The Board may also require tuberculosis examinations in compliance with law. The Board will not require students to receive any vaccine for which the United States Food and Drug Administration has not granted full approval.

Students eligible for kindergarten and students new to the District must present written evidence of similar immunizations, or written evidence to indicate that they are in the process of receiving immunizations, to be completed no later than the day of entrance. The District will immediately enroll homeless students and foster students and assist in obtaining necessary immunization records. Students failing to complete immunizations within 14 days after entering are not permitted to return to school.

The District maintains an immunization record for each student, available in writing to parents upon request.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: December 19, 2016]
[Re-adoption date: October 21, 2019]
[Re-adoption date: January 10, 2022]

LEGAL REFS.:
ORC 3313.67
ORC 3313.671
ORC 3313.71
ORC 3313.711
ORC 3701.13
ORC 3792.04

CROSS REFS.: JEC, School Admission
JECAA, Admission of Homeless Students
JHCA, Physical Examinations of Students
JHCC, Communicable Diseases

COMMUNICABLE DISEASES

The Board recognizes that controlling the spread of communicable diseases through casual contact is essential to the well-being of the school community and to efficient District operation. The Board directs the Superintendent to develop and implement communicable disease management protocols in consultation with health professionals.

In order to protect the health and safety of students and staff, the Board follows all State laws and Ohio Department of Health regulations pertaining to immunizations and other means for controlling communicable diseases that are spread through casual contact in the schools. The Board will not require an individual to receive a vaccine for which the United States Food and Drug Administration (FDA) has not granted full approval, nor will the District discriminate against an individual who has not received a vaccine that has not been granted full FDA approval, including by requiring the individual to engage in or refrain from engaging in activities or precautions that differ from the activities or precautions of an individual who has received such a vaccine.

All students with signs or symptoms of diseases suspected as being communicable to others are given immediate attention and sent home if such action is indicated.

Any student suspected or reported to have a communicable disease is examined by a school nurse or public health nurse. Upon the recommendation of the school nurse, the student may be excluded from school. Readmission is dependent upon a decision by a physician, school nurse or public health nurse.

Parents are informed when a communicable disease occurs in their child's classroom or on the bus so that early signs or symptoms can be observed and appropriate preventive measures can be instituted.

[Adoption date: January 10, 2022]

LEGAL REFS.:
- ORC 3313.67
- ORC 3313.671
- ORC 3313.68
- ORC 3313.71
- ORC 3319.321
- ORC 3707.04
- ORC 3707.06
- ORC 3707.08
- ORC 3707.16
- ORC 3707.20
- ORC 3707.21
- ORC 3707.26
- ORC 3792.04

CROSS REFS.: JHCA, Physical Examinations of Students
JHCB, Immunizations

CONTROL OF HEAD LICE

The schools bring large numbers of children into close contact daily and thus serve as focal points for the transmission of various communicable diseases, including pediculosis. Control depends on prompt case finding, proper administrative handling of each case, effective treatment and prevention of spread.

Pediculosis or head lice infestation is common in the United States among children age 3 to 12 years of age; approximately 6 to 12 million have infestations each year. Head lice is a nuisance condition but has not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. Head lice do not jump, fly or swim and can only crawl short distances. The usual mode of transmission is through direct head to head contact. Transmission via clothing, hats, furniture and other objects can occur but the likelihood is low. By the time head lice are detectable they have been living on the host for approximately two or more weeks so immediate exclusion at the time of detection does nothing to control an outbreak, is not medically warranted and deprives students of valuable education time. Current positions of national organizations (The *American Academy of Pediatrics, the National Association of School Nurses, the Centers for Disease Control, the Ohio Department of Health,* and the *Harvard School of Public Health)* recommend that schools eliminate their "No Nit" policy. Current research also indicates that most lice infestations are rarely contracted in the school setting. In order to maximize academic achievement, school attendance should not be compromised because of a case of head lice.

The District is committed to maximizing students' academic performance and physical well-being in a healthy and safe environment. Should a case of head lice be brought to the school's attention, the school nurse or other trained designee will maintain the person's confidentiality, verify presence of an active lice infestation and bring student cases to the attention of the parent or guardian. Students found to have live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated and return to class after appropriate treatment has begun. The principal and school nurse will work cooperatively to address head lice in the school setting, follow current accepted practices, and educate the school community about head lice and the District pediculosis policy.

[Adoption date: August 25, 1995]
[Re-adoption date: July 17, 2000]
[Re-adoption date: December 30, 2002]
[Re-adoption date: September 21, 2015]
[Re-adoption date: October 21, 2019]

References: American Academy of Pediatrics
Centers for Disease Control and Prevention
Harvard School of Public Health
National Association of School Nurses
Ohio Department of Health

CONTROL OF HEAD LICE

Procedure

If a case of lice is suspected, the following procedure will be followed:

1. The school nurse, principal or a trained designee from the school will inspect the person for head lice.

2. Persons with live head lice OR viable nits, visualized by the school nurse, principal or other trained designee, will be referred for treatment at the end of the school day. Immediate removal from school is unnecessary; if the child has lice, they have probably been infested for several weeks. The child will be permitted to ride the bus home.

3. The person with suspected head lice should be restricted from activities involving direct head-to-head contact (i.e., hugging) or sharing personal items (i.e., hats, clothing, brushes) with other persons until treated.

4. The parent or guardian will be notified that day by telephone or a note sent home with the student. Prompt treatment at home will be advised, including removal of live lice and all viable nits.

5. Recommendations for treatment will follow current standards of evidenced-based practice.

6. Following treatment, at the discretion of admininstration/designee, the person will be rechecked before returning to the school setting. A parent or guardian will be expected to bring the child to school for a readmission check completed by the school nurse, principal or a trained designee. If no live lice are found, the person may be readmitted to school.

7. Siblings and other persons, at the school nurse's or principal's discretion, who are felt to be in close contact with a person with live lice will be inspected for infestation and referred as appropriate. All persons in the classroom/grade should not be checked unless unusual circumstances warrant it. Current evidence does not support mass screenings that disrupt student and teacher class time.

8. Parents will NOT be informed of other children who have lice in school, as that is a privacy concern.

9. The principal and school nurse retain the authorization to, at his/her discretion, exclude a person with repeated infestations of live lice, or a person with a current active infestation for which there is an apparent lack of adequate follow-through by parents or guardians.

10. The school nurse will educate parents, students and school staff about head lice identification, treatment and prevention.

(Approval date: August 25, 1995)
(Re-approval date: July 17, 2000)
(Re-approval date: December 30, 2002)
(Re-approval date: September 21, 2015)
(Re-approval date: October 21, 2019)

References: American Academy of Pediatrics
Centers for Disease Control and Prevention
Harvard School of Public Health
National Association of School Nurses
Ohio Department of Health

ADMINISTERING MEDICINES TO STUDENTS

Many students are able to attend school regularly only through effective use of medication in the treatment of disabilities or illnesses that do not hinder the health or welfare of others. If possible, all medication should be given by the parent(s) at home. If this is not possible, it is done in compliance with the following.

1. Only employees of the Board who are licensed health professionals, or who are appointed by the Board and have completed a drug administration training program meeting State law requirements, conducted by a licensed health professional and considered appropriate by the Board, can administer prescription drugs to students.

2. The school nurse or an appropriate person appointed by the Board supervises the secure and proper storage and dispensation of medications. The drug must be received in the container in which it was dispensed by the prescribing physician or others licensed to prescribe medication.

3. Written permission must be received from the parent(s) of the student, requesting that the school nurse or an appropriate person comply with the physician's order.

4. The school nurse or other designated individual must receive and retain a statement which complies with State law and is signed by the physician who prescribed the drug or other person licensed to prescribe medication.

5. The parent(s) must agree to submit a revised statement, signed by the physician or other licensed individual who prescribed the drug, to the nurse or other designated individual if any of the information originally provided by the physician or licensed individual changes.

6. No employee who is authorized by the Board to administer a prescribed drug and who has a copy of the most recent statement is liable in civil damages for administering or failing to administer the drug, unless he/she acts in a manner which would constitute "gross negligence or wanton or reckless misconduct."

7. No person employed by the Board is required to administer a drug to a student except pursuant to requirements established under this policy. The Board shall not require an employee to administer a drug to a student if the employee objects, on the basis of religious convictions, to administering the drug.

8 Over-the-counter medication may be administered by trained individuals at school. With the completion of proper documentation, over-the-counter medication may be given as described on the medication's directions.

Inhalers for Asthma

Students have the right to possess and use a metered-dose inhaler or a dry-powder inhaler to alleviate asthmatic symptoms or before exercise to prevent the onset of asthmatic symptoms. The right applies at school or at any activity, event or program sponsored by or in which the student's school is a participant.

In order for a student to possess the inhaler, he/she must have written approval from the student's physician and parent or other caretaker. The principal and/or the school nurse must have received copies of these required written approvals.

Epinephrine Autoinjectors

Students are permitted to carry and use an epinephrine autoinjector (epipen) to treat anaphylaxis (severe allergic reactions). The right to carry and use an epipen extends to any activity, event or program sponsored by the student's school or activity, event or program in which the school participates.

Student possession of an epipen is permitted only if the student has written approval from the prescriber of the medication and, if a minor, from his/her parent. Written approval must be on file with the principal and, if one is assigned, the school nurse. In addition, the principal or school nurse must receive a backup dose of the medication from the parent or student.

Diabetes Medication

If a student's treating physician determines a student with diabetes is capable of performing diabetes care tasks, the student is permitted to attend to the self-care and management of his/her diabetes during regular school hours, and at school-sponsored activities upon written request from the student's parent/guardian or other person having care or charge of the student. Students may perform these tasks in the classroom, in any area of the school or school grounds, and at any school-sponsored activity. Students are permitted to possess, at all times, the necessary supplies and equipment to perform the tasks in accordance with the student's treating physician's orders. This right may be revoked if the student performs any care tasks or uses medical equipment for purposes other than the student's own care. The student is provided with a private area for performing self-care tasks if requested by the student, student's parent/guardian or other person having care or charge of the student.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: December 19, 2005
[Re-adoption date: February 17, 2009]
[Re-adoption date: July 28, 2011]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 2305.23; 2305.231
3313.64; 3313.7112; 3313.712; 3313.713; 3313.716; 3313.718
3314.03; 3314.141
OAC 3301-35-06

CROSS REFS.: EBBA, First Aid
JFCH, Alcohol Use by Students
JFCI, Student Drug Abuse

ADMINISTERING MEDICINES TO STUDENTS
(General Regulation)

Students needing medication are encouraged to receive the medication at home, if possible.

Only employees of the Board who are licensed health professionals, or who are appointed by the Board and have completed a drug administration training program meeting State law requirements, conducted by a licensed health professional and considered appropriate by the Board, can administer prescription drugs to students.

1. The person or persons designated to administer medication receives a written request, signed by the parent(s) having care or charge of the student, that the drug be administered to the student.

2. Each person designated to administer medication receives a statement, signed by the physician or other person licensed to prescribe medication, which includes all of the following information:

   A. the name and address of the student;

   B. the school and class in which the student is enrolled;

   C. the name of the drug and the dosage to be administered;

   D. the times or intervals at which each dosage of the drug is to be administered;

   E. the date on which the administration of the drug is to begin;

   F. the date on which the administration of the drug is to cease;

   G. any severe adverse reactions which should be reported to the physician and one or more telephone numbers at which the person who prescribed the medication can be reached in case of an emergency and

   H. special instructions for administration of the drug, including sterile conditions and storage.

3. The parent(s) agree to submit a revised statement signed by the physician who prescribed the drug to the person designated to administer medication if any of the information provided by the person licensed to prescribe medication as described above changes.

4. The person authorized to administer the drug receives a copy of the statement described above.

5. The drug is received by the person authorized to administer the drug to the student for whom the drug is prescribed in the container in which it was dispensed by the prescribing physician or other licensed professional.

The person designated by the Board establishes a location in each school building for the storage of drugs to be administered. Unless otherwise authorized by State law, all such drugs shall be stored in that location in a locked storage place. Drugs that require refrigeration may be kept in a refrigerator in a place not commonly used by students.

No person who has been authorized by the Board to administer a drug and has a copy of the most recent statement which was given to him/her prior to administering the drug is liable for administering or failing to administer the drug, unless such person acts in a manner which constitutes "gross negligence or wanton or reckless misconduct."

A person employed by the Board is not required to administer a prescribed drug to a student unless a Board regulation establishes a requirement; furthermore, the Board shall not require an employee to administer a drug to a student if the employee objects, on the basis of religious convictions, to administering the drug.

Board policy and regulations regarding dispensation of medication must be formally adopted by the Board and may be changed, modified or revised only by action of the Board.

(Approval date: July 31, 1995)
(Re-approval date: April 16, 2001)
(Re-approval date: December 30, 2002)
(Re-approval date: September 19, 2005)
(Re-approval date: February 17, 2009)
(Re-approval date: July 28, 2011)
(Re-approval date: October 21, 2019)

ADMINISTERING MEDICINES TO STUDENTS
(Use of Asthma Inhalers)

In order for a student to possess and use an inhaler, he/she must have written approval from the student's physician and parent or other caretaker. The principal and/or the school nurse must have received copies of these required written approvals.

The physician's written approval must specify the minimum following information:

1. the student's name and address;
2. the name of the medication contained in the inhaler;
3. the date the administration of the medication is to begin;
4. the date, if known, that the administration of the medication is to cease;
5. written instructions that outline the procedures school personnel should follow in the event that the asthma medication does not produce the expected relief from the student's asthma attack;
6. any severe adverse reactions that may occur to the student using the inhaler that should be reported to the physician;
7. any severe reactions that may occur to another student for whom the inhaler is not prescribed, should he/she receive a dose of the medication;
8. at least one emergency telephone number for contacting the physician;
9. at least one emergency telephone number for contacting the parent, guardian or other person having care or charge of the student in an emergency and
10. any other special instructions from the physician.

In no circumstances will the District, any member of the Board or any Board employee be liable for injury, death or loss of person or property when a District employee prohibits a student from using an inhaler because the employee believes, in good faith, that the required written approvals have not been received by the principal. Additionally, liability cannot accrue because the employee permits the use of an inhaler when the employee believes, in good faith, that the written approval(s) have been received by the appropriate authority.

(Approval date: October 21, 2019)

ADMINISTERING MEDICINES TO STUDENTS
(Use of Epinephrine Autoinjectors)

Student possession of an epipen is permitted only if the student has written approval from the prescriber of the medication and, if a minor, from his/her parent. Written approval must be on file with the principal and, if one is assigned, the school nurse. In addition, the principal or school nurse must receive a backup dose of the medication from the parent or student.

The prescriber's written approval must specify at least the following information:

1. student's name and address;

2. names and dose of the medication contained in the autoinjector;

3. the date the administration of the medication is to begin and, if known, the date the administration of the medication is to cease;

4. acknowledgement that the prescriber has determined that the student is capable of possessing and using the epipen appropriately and has provided the student with training in the proper use of the epipen;

5. circumstances in which the epipen should be used;

6. written instructions that outline procedures school personnel should follow if the student is unable to administer the medication or the medication does not produce the expected relief from the student's anaphylaxis (allergic response);

7. any severe reaction that:

   A. the student may experience that should be reported to the prescriber or

   B. may occur to another student for whom the medication is not prescribed, if that student receives a dose of the medication;

8. at least one emergency telephone number each for contacting the prescriber and the parent and

9. any other special instructions from the prescriber.

Whenever a student is administered epinephrine at school or at an activity, event or program sponsored by the school or in which the school is a participant, a school employee must immediately request assistance from an emergency medical service provider. Request for medical assistance applies whether the student self-administers the medication or a school employee administers it to the student.

The Board and District employees are not liable in damages in a civil action for injury, death or loss to person or property allegedly arising if:

1. a school employee prohibits a student from using an epipen because he/she has a good faith belief that the conditions for carrying and using the medication have not been satisfied;

2. a school employee permits a student to carry and use an epipen because of the good faith that the conditions have been satisfied or

3. in instances in which a student is rightfully permitted to carry an epipen, the medication is used by a student for whom it was not prescribed.

All immunities granted to schools under the sovereign immunity law or any other law apply.

(Approval date: October 21, 2019)

STUDENT SAFETY

The Board believes that students have the right to be protected in all facets of the education program and directs the Superintendent/designee to develop and maintain a safety instruction program for all students. Safety instruction in the District includes:

1. establishing appropriate safety rules;

2. learning how to practice safety and prevent accidents;

3. learning how to safely use and properly care for tools and equipment so as to reduce the potential for accidents;

4. developing habits of good housekeeping, proper storage and handling of materials, and sanitation;

5. becoming familiar with personal protection devices and the proper clothing to be worn for safety purposes;

6. learning how to cooperate with others in the promotion and operation of a safety program in the schools, on school grounds and in school vehicles;

7. instructing students not to accept gifts or automobile rides from strangers. Students are also instructed to tell staff members, parents or law enforcement officials of any suspicious strangers in or around school property;

8. providing instruction in personal safety and assault prevention in grades kindergarten through 6. Upon the written request of a parent, a student shall be excused from such instruction and

9. providing age-appropriate instruction in dating violence prevention in grades 7-12.

In an attempt to further ensure student safety, staff members:

1. shall not send students on errands that would require the student to leave school property and/or drive a vehicle;

2. shall not attempt to diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance;

3. shall not disclose information concerning a student, other than directory information, to any person not authorized to receive such information. This includes, but is not limited to, information concerning assessments, ability scores, grades, behavior, mental or physical health and/or family background and

4. shall immediately report any suspected signs of child abuse or neglect.

In addition to instruction in safety, buildings are inspected annually to detect and remedy health and safety hazards. Staff members shall immediately report to the building administrator any accident or safety hazard he/she detects. The Superintendent is authorized and directed to develop appropriate means for the implementation of this policy.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.60; 3313.643; 3313.96
3737.73
OAC 3301-35-06

CROSS REFS.: AFI, Evaluation of Educational Resources
EB, Safety Program
GBH, Staff-Student Relations (Also JM)
IGAE, Health Education
JEE, Student Attendance Accounting (Missing and Absent Children)
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JFCH, Alcohol Use by Students
JFCI, Student Drug Abuse
JHG, Reporting Child Abuse and Mandatory Training
JHH, Notification About Sex Offenders
JO, Student Records

REPORTING CHILD ABUSE AND MANDATORY TRAINING

All employees of the District who know or have reasonable cause to suspect that a child under 18 years of age or a disabled child under 21 years of age has suffered, is suffering or faces a threat of suffering any type of abuse or neglect are required to immediately report such information to the public children services agency or the local law enforcement agency.

Conversely, public children services agencies must notify the Superintendent of any allegations of child abuse and neglect reported to them involving the District, as well as the disposition of the investigation.

To ensure prompt reports, procedures for reporting are made known to the school staff. A person who participates in making such reports is immune from any civil or criminal liability, provided the report is made in good faith.

The Board directs the Superintendent/designee to develop a program of in-service training in child abuse prevention; violence; school safety and violence prevention including human trafficking; substance abuse, the promotion of positive youth development and youth suicide awareness and prevention. Training is also provided on the Board's harassment, intimidation, or bullying policy. Where required this program is developed in consultation with public or private agencies or persons involved in child abuse prevention, school safety, violence prevention or intervention programs or youth suicide awareness and prevention.

Each person employed by the Board to work as a school nurse, teacher, counselor, school psychologist or administrator shall complete at least four hours of the established in-service training within two years of commencing employment with the District, and every five years thereafter.

Middle and high school employees who work as teachers, counselors, nurses, school psychologists and administrators must receive training in dating violence prevention. The curriculum for training in dating violence prevention is developed by the Superintendent/ designee and training must occur within two years of commencing employment and every five years thereafter.

Each person employed by the Board to work as a school nurse, teacher, counselor, school psychologist, administrator or any other personnel the Board deems appropriate shall complete training in youth suicide awareness and prevention once every two years.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: August 21, 2006]
[Re-adoption date: February 17, 2009]
[Re-adoption date: September 19, 2011]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 2151.011; 2151.421
3313.662; 3313.666
3319.073

CROSS REFS.: EB, Safety Program
EBC, Emergency Management and Safety Plans
IGAE, Health Education
JFCF, Hazing and Bullying (Harassment, Intimidation and Dating Violence)
JHF, Student Safety

NOTIFICATION ABOUT SEX OFFENDERS

State law requires certain sex offenders to register with the sheriff in accordance with law. In some circumstances the sheriff notifies the Superintendent that a sex offender subject to community notification is residing, employed or attending school within the geographical region of the District.

If the Superintendent receives information from the sheriff concerning a sex offender subject to community notification, the Superintendent disseminates the information regarding the sex offender subject to community notification to employees whose duties include supervision of or responsibility for students. Employees who receive the information are instructed to promptly notify the Superintendent if the sex offender subject to community notification is observed in the vicinity of the school. The Superintendent notifies the local law enforcement agency if, in the judgment of the Superintendent, the presence of the sex offender subject to community notification appears to be without a legitimate purpose or otherwise creates concern for the safety of the students.

If the Superintendent receives information from the sheriff concerning a sex offender subject to community notification, the Superintendent may inform parents, guardians and adult students that he/she has received notice that a sex offender subject to community notification is residing, employed or attending school within the geographical region of the District and that certain information concerning the offender is public record and is open to inspection at the office of the sheriff with whom the offender has registered.

If the Superintendent receives information from the sheriff concerning a sex offender subject to community notification, he/she shall not release any other information and shall direct any inquiries to the office of the sheriff with whom the offender has registered.

[Adoption date: August 17, 1998]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: 42 USC 14071
ORC 149.43
2151.355
2152.83; 2152.84
Chapter 2950
OAC 109:5-2

CROSS REFS.: GBQ, Criminal Records Check
JO, Student Records

EMPLOYMENT OF STUDENTS

The Board believes that a student's school responsibilities are to take precedence over non-school-related jobs. However, the Board acknowledges that extenuating circumstances may surface when a student may need to forgo the traditional method of obtaining an education in order to work and provide support or care for himself/herself or his/her family members.

If a student needs to work while attending school, he/she is cautioned against assuming work commitments that interfere with his/her studies and achievement in school. Opportunities for employment may be provided through work-experience programs and other employers in accordance with the following provisions for obtaining age and schooling certificates.

Age and Schooling Certificates (Work Permits)

All students under the age of 18 must apply for a work permit in order to legally obtain paid employment. Students, ages 16 and 17, must have valid work permits for paid employment during the school year. Students, ages 14 and 15, must obtain valid work permits for employment at all times of the year.

In compliance with State law, the Superintendent/designee is responsible for processing requests for and issuing all work permits as necessary. Students must provide all the documentation required by State law including, but not limited to, proof of age and physical fitness. Proof must also be provided identifying the potential employer as places of employment where minors can legally work.

In-School Employment

The Board may make available to students part-time and summer jobs commensurate with their abilities and the needs of the District for student employees. The Board also authorizes the District to provide cooperative work-experience programs.

The Board approves appointments and establishes pay rates. These rates comply with requirements of the minimum wage law.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: 48 USC 1324a et seq.
ORC 3313.56; 3313.93
3321.08 through 3321.11
3331.01; 3331.02; 3331.04; 3331.06 through 3331.09
Chapter 4109
4111.02

CROSS REF.: JECE, Student Withdrawal from School (Loss of Driving Privileges)

STAFF-STUDENT RELATIONS

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

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

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

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

1. Staff members shall not make derogatory comments to students regarding the school, its staff and/or other students.

2. The exchange of purchased gifts between staff members and students is discouraged.

3. Staff-sponsored parties at which students are in attendance, unless they are a part of the school's extracurricular program and are properly supervised, are prohibited.

4. Staff members shall not fraternize, written or verbally, with students except on matters that pertain to school-related issues.

5. Staff members shall not associate with students at any time in any situation or activity that could be considered sexually suggestive or involve the presence or use of tobacco, alcohol or drugs.

6. Soliciting, encouraging, engaging or consummating an inappropriate relationship with any student, minor or individual who was a student in the preceding 12 months is prohibited.

7. Staff members shall not use disparaging remarks, insults or sarcasm against students under any circumstances.

8. Staff members shall maintain appropriate professional, emotional and social boundaries in the supervision, control and protection of students commensurate with their assigned duties and responsibilities.

9. Staff members shall not send students on personal errands.

10. Staff members shall, pursuant to law and Board policy, immediately report any suspected signs of child abuse or neglect.

11. Staff members shall not attempt to diagnose or treat a student's personal problem relating to sexual behavior, substance abuse, mental or physical health and/or family relationships but, instead, should refer the student to the appropriate individual or agency for assistance.

12. Staff members shall not willingly or knowingly violate any student confidentiality required by Federal or State law.

13. Staff members shall not groom a student or minor for the purpose of establishing an inappropriate emotional, romantic or sexual relationship.

Social Media

1. District staff are prohibited from posting data, documents, photographs or inappropriate information on any social media plat form that might result in a disruption of classroom activity or that violates State of Federal law relating to staff and student privacy. The Superintendent/designee has full discretion in determining when a disruption of classroom activity has occurred.

2. District staff is prohibited from providing personal social media passwords to students.

3. Inappropriate fraternization between District staff and students via the Internet, personal email accounts, text messaging, personal social media and other modes of virtual technology is also prohibited.

4. Access of personal social media during school hours is prohibited while on duty unless it is school related.

Violation of the prohibitions listed above may result in staff and/or student discipline in accordance with State law, Board policies and regulations, the staff and student codes of conduct and handbooks and/or staff negotiated agreements. Violations by staff also may be reported to the Ohio Department of Education for further investigation. Nothing in this policy prohibits District staff and students from the use of educational websites and/or use of social media created for curricular, cocurricular or extracurricular purposes.

[Adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]
[Re-adoption date: June 15, 2020]

LEGAL REF.: ORC 3313.20; 3319.31; 3319.311
OAC Chapter 3301-73

CROSS REFS.: GBC, Staff Ethics
GBCA, Staff Conflict of Interest
GBCB, Staff Conduct
GBI, Staff Gifts and Solicitations
IIBH, District Websites
JFC, Student Conduct (Zero Tolerance)
JHF, Student Safety
JHG, Reporting Child Abuse and Mandatory Training
JO, Student Records
KBA, Public's Right to Know
Staff Handbooks
Student Handbooks

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

STUDENT FEES, FINES AND CHARGES

Materials Fees

Students enrolled in District schools are furnished basic textbooks without cost. However, a fee for consumable materials and supplies used in the instructional program is established at the beginning of each school year and may vary as the cost of materials and supplies fluctuates. Such fees are to be deposited in the rotary operating funds of the Board to defray the cost of the materials and supplies.

The Board directs the Superintendent/designee to prepare a schedule of fees for materials to be used in courses of instruction and a schedule of charges that may be imposed for damage to school property.

The District does not charge students eligible for free lunch under the National School Lunch Act or Child Nutrition Act a fee for any materials needed to participate fully in a course of instruction. Any fees charged to students eligible for free lunch under the National School Lunch Act or Child Nutrition Act will be charged in compliance with State and Federal law. This exception only applies to recipients of free lunch, not students who receive reduced-price lunch. This provision does not apply to extracurricular activities and student enrichment programs that are not courses of instruction.

Fines

When school property, equipment or supplies are damaged, lost or taken by individuals, a fine is assessed. The fine is reasonable, seeking only to compensate the school for the expense or loss incurred. Free lunch eligibility does not exempt a student from paying fines for damage to school property.

The late return of borrowed books or materials from the school libraries is subject to appropriate fines.

All fines collected are sent to the Treasurer for deposit in the General Fund of the Board.

Unpaid Meal Charges

Unpaid meal charges are considered delinquent debt when payment is past due. The administration will establish procedures for the collection of unpaid meal charges.

Collection of Student Fees and Fines

The administration may establish regulations for the collection of student fees and fines.

Grades and credits are not made available to any student, graduate or to anyone requesting same on his/her behalf until all fees and fines for that student have been paid in full, except where required by State law. Participation in extracurricular field trips will not be permitted unless payment has been received. Students will be prohibited from participating in commencement exercises unless payment has been received.

[Adoption date: July 31, 1995]
[Re-adoption date: January 22, 1996]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: National School Lunch Act of 1946, 42 USC 1751
Child Nutrition Act of 1966, 42 USC 1771
ORC 3313.642
3329.06

CROSS REFS.: EF/EFB, Food Services Management/Free and Reduced-Price Food
IGCD, Educational Options (Also LEB)

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the District to maintain extensive educational and personal information. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parent(s) or the student in compliance with law, and yet be guarded as confidential information.

The Superintendent is responsible for the proper administration of student records in keeping with State law and federal requirements and the procedures for the collection of necessary information about individual students throughout the District.

Upon request, all records and files included in the student's cumulative file are available to parent(s) or the student (if he/she is over 18 years of age). This request must be in writing and is granted within seven calendar days. No records are to be removed from the school. A principal, teacher or other qualified school personnel must be present to explain any of the tests or other material.

All rights and protections given to parents under law and this policy transfer to the student when he/she reaches age 18 or enrolls in a postsecondary school. The student then becomes an "eligible student."

The District uses reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the agency or institution discloses personally identifiable information from education records.

The District provides notice to parents and eligible students annually, in accordance with the procedures set forth under administrative regulations, of the rights held by parents and eligible students under law and this policy. It is the intent of the District to limit the disclosure of information contained in the student's education records except:

1. by prior written consent;

2. as directory information and

3. under other limited circumstances, as enumerated under administrative regulations.

The following rights exist:

1. the right to inspect and review the student's education records;

2. the right, in accordance with administrative regulations, to seek to correct parts of the student's education records, including the right to a hearing if the school authority decides not to alter the records according to the parent(s)' or eligible student's request;

3. the right of any person to file a complaint with the U.S. Department of Education if the District violates relevant Federal law, specifically the Family Educational Rights and Privacy Act and

4. the right to acquire information concerning the procedure which the parent(s) or eligible student should follow to obtain copies of this policy, the locations from which these copies may be obtained, as well as any fees to be charged for such copies. *(See administrative regulations.)

The District proposes to designate the following personally identifiable information contained in a student's education records as "directory information."

1. student's name

2. student's address

3. student's date of birth

4. participation in officially recognized activities and sports

5. student's achievement awards or honors

6. student's weight and height, if a member of an athletic team

7. date of graduation

The above information is disclosed without prior written consent, except when the request is for a profit-making plan or activity or when the parent/eligible student has informed the Board that any or all such information should not be released without their prior written consent or when disclosure is otherwise prohibited by law.

Administrative regulations set forth a procedure for annual notification to parents and eligible students of the District's definition of directory information. Parents or eligible students then have two weeks in which to advise the District in writing, in accordance with such regulations, of any or all items which they refuse to permit as directory information about that student.

To carry out their responsibilities, school officials have access to student education records for legitimate educational purposes. The District uses the criteria set forth under administrative regulations to determine who are "school officials" and what constitutes "legitimate educational interests."

Other than requests as described above, school officials release information from, or permit access to, a student's education records only with the prior written consent of a parent or eligible student, except that the Superintendent or a person designated in writing by the Superintendent may permit disclosure in certain limited circumstances outlined under administrative regulations.

The District maintains, in accordance with administrative regulations, an accurate record of all requests to disclose information from, or to permit access to, a student's education records and of information disclosed and access permitted.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Family Educational Rights and Privacy Act; 20 USC Section 1232g
Health Insurance Portability and Accountability Act; 29 USC 1181 et seq.
ORC 111.41; 111.42; 111.43; 111.46; 111.47; 111.99
149.41; 149.43
1347.01 et seq.
3317.031
3319.32; 3319.321; 3319.33
3321.12; 3321.13
3331.13

CROSS REFS.: AFI, Evaluation of Educational Resources
EHA, Data and Records Retention
IL, Testing Programs
JECAA, Admission of Homeless Students
KBA, Public's Right to Know
KKA, Recruiters in the Schools

STUDENT RECORDS

1. Each student's official school records include the following.

   A. Records to be retained permanently

      1) name and address of parent(s)
      2) verification of date and place of birth
      3) dates and record of attendance
      4) course enrollment and grades
      5) test data
      6) date of graduation or withdrawal

   B. Records of verifiable information to be retained during the student's school career

      1) medical/health data
      2) individual psychological evaluation (gathered with written consent of parent(s))
      3) individual intelligence tests, tests for learning disabilities, etc., (counselor-administered)
      4) other verifiable information to be used in educational decision making

2. Maintaining student records

   A. Transcripts of the scholastic record contain only factual information. The District confines its record keeping to tasks with clearly defined educational ends.

   B. Items listed under 1-A are retained for 100 years. Those listed under 1-B are retained during the student's enrollment and destroyed after graduation unless the school code imposes other restrictions.

   C. Teacher and staff comments on student records are confined to matters related to student performance. Value judgments are excluded from the record.

   D. Student records are considered as current educational and/or therapeutic tools and are available for use as such.

The following definitions of terms pertain to this statement of policy.

Student — any person who attends or has attended a program of instruction sponsored by the Board.

Eligible student — a student or former student who has reached age 18 or is attending a postsecondary school.

Parent — either natural parent of a student, unless his/her rights under the Family Educational Rights and Privacy Act (FERPA) have been removed by a court order, a guardian or an individual acting as a parent or guardian in the absence of the student's parent(s).

Dates of attendance — means the period of time during which a student attends or attended an educational agency or institution. Examples of dates of attendance include an academic year, a spring semester or a first quarter. The term does not include specific daily records of a student's attendance at an educational agency or institution.

Education records — any records (in handwriting, print, tapes, film or other medium) maintained by the District, an employee of the District or an agent of the District that are related to a student, except:

1. a personal record kept by a school staff member that meets the following tests:

   A. it is in the sole possession of the individual who made it;

   B. it is used only as a personal memory aid and

   C. information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute;

2. an employment record which is used only in relation to a student's employment by the District (employment for this purpose does not include activities for which a student receives a grade or credit in a course);

3. alumni records which relate to the student after he/she no longer attends classes provided by the District and the records do not relate to the person as a student and

4. peer-graded papers before they are collected and recorded by a teacher.

Personally Identifiable Information — any data or information which makes the subject of a record known, including the student's name, the student's or student's family's address, the name of the student's parent or other family members, a personal identifier such as a student's Social Security number or a biometric record, other indirect identifiers, such as the student's date of birth, place of birth or mother's maiden name, other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

ANNUAL NOTIFICATION

Within the first three weeks of each school year, the District publishes in a notice to parents and eligible students their rights under State and Federal law and under this policy. The District also sends home with each student a bulletin listing these rights; the bulletin is included with a packet of material provided to parents or eligible students when the students enroll during the school year.

The notice includes:

1. the right of a parent(s) or eligible student to inspect and review the student's education records;

2. the intent of the District to limit the disclosure of information contained in a student's education records, except: (1) by the prior written consent of the student's parent(s) or the eligible student, (2) as directory information or (3) under certain limited circumstances, as permitted by law;

3. the right of a student's parent(s) or an eligible student to seek to correct parts of the student's education records which he/she believes to be inaccurate, misleading or in violation of student rights; this right includes a hearing to present evidence that the records should be changed if the District decides not to alter them according to the parent(s)' or eligible student's request;

4. the right of any person to file a complaint with the Department of Education if the District violates FERPA and

5. the procedure that a student's parent(s) or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained.

An administrator arranges to provide translations of this notice to non-English-speaking parents in their native language.

LOCATIONS OF EDUCATION RECORDS

TYPES	LOCATION	CUSTODIAN
Cumulative School Records	Principals' Offices	Principals
Cumulative School Records (Former Students)	Central Office	Superintendent
Health Records	Principals' Offices	Principals/Nurse
Speech Therapy Records Psychological Records	Central Office	District Coordinator
School Transportation Records	School Bus Garage	Transportation Supervisor
Special Test Records	Central Office	Superintendent/District Coordinator
Occasional Records (Student education records not identified above; such as those in the Superintendent's office, in the school attorney's office, or in the personal possession of teachers)	Principals' Offices	Principals

PROCEDURE TO INSPECT EDUCATION RECORDS

Parents or eligible students may inspect and review education records to which they are entitled to have access upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. (See the schedule of fees for copies.)

Since a student's records may be maintained in several locations, the school principal may offer to collect copies of records or the records themselves from locations other than a student's school, so that they may be inspected at one site. If parents and eligible students wish to inspect records where they are maintained, school principals accommodate their wishes.

Parents or eligible students should submit to the student's school principal a written request, which identifies as precisely as possible the record or records that he/she wishes to inspect.

The principal (or other custodian) contacts the parent(s) of the student or the eligible student to discuss how access is best arranged (copies at the exact location or records brought to a single site).

The principal (or other custodian) makes the needed arrangements as promptly as possible and notifies the parent(s) or eligible student of the time and place where the records may be inspected. This procedure must be completed within 45 days or earlier after the receipt of the request for access.

If for any valid reason, such as working hours, distance between record location sites or health, a parent(s) or eligible student cannot personally inspect and review a student's education records, the District arranges for the parent(s) or eligible student to obtain copies of the records. (See information below regarding fees for copies of records.)

When records contain information about students other than a parent(s)' child or the eligible student, the parent(s) or eligible student may not inspect and review the records of the other students.

FEES FOR COPIES OF RECORDS

The District does not deny parents or eligible students any rights to copies of records because of the following published fees. When the fee represents an unusual hardship, it may be waived, in part or entirely, by the records custodian. The District reserves the right to make a charge for copies, such as transcripts, which it forwards to potential employers or to colleges and universities for employment or admissions purposes. The District may deny copies of records (except for those required by law) if the student has an unpaid financial obligation to the District.

Federal law requires the District to provide copies of records for the following reasons:

1. when the refusal to provide copies effectively denies access to a parent(s) or eligible student;

2. at the request of the parent(s) or eligible student when the District has provided the records to third parties by the prior consent of the parent(s) or eligible student or

3. at the request of the parent(s) or eligible student when the District has forwarded the records to another district in which the student seeks or intends to enroll.

The fee for copies provided under Federal law may not include the costs for search and retrieval. This fee is 20 cents per page (actual copying cost less hardship factor).

The fee for all other copies such as copies of records forwarded to third parties with prior consent or those provided to parents as a convenience is 20 cents per page (actual search, retrieval copying cost and postage, if any).

DIRECTORY INFORMATION

The District proposes to designate the following personally identifiable information contained in a student's education record as "directory information"; it discloses that information without prior written consent, except that directory information is not released for a profit-making plan or activity or when disclosure is otherwise prohibited by law. Such information includes:

1. student's name
2. student's address
3. student's date of birth
4. participation in officially recognized activities and sports
5. student's achievement awards or honors
6. student's weight and height, if a member of an athletic team
7. date of graduation

Within the first three weeks of each school year, the District publishes the above list, or a revised list, of the items of directory information that it proposes to designate as directory information. For students enrolling after the notice is published, the list is given to the student's parent(s) or to the eligible student at the time and place of enrollment.

After the parents or eligible students have been notified, they have two weeks in which to advise the District in writing (a letter to the Superintendent's office) of any or all of the items which they refuse to permit the District to designate as directory information about that student.

At the end of the two-week period, each student's records are appropriately marked by the record custodians to indicate the items that the District designates as directory information about that student. This designation remains in effect until it is modified by the written direction of the student's parent(s) or the eligible student.

USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, school officials have access to student education records for legitimate educational purposes. The District uses the following criteria to determine who are school officials. An official is a person:

1. duly elected to the Board;

2. certificated by the state and appointed by the Board to an administrative or supervisory position;

3. certificated by the state and under contract to the Board as an instructor;

4. employed by the Board as a temporary substitute for administrative, supervisory or teaching personnel for the period of his/her performance as a substitute;

5. employed by, or under contract to, the Board to perform a special task such as a secretary, a treasurer, Board attorney or auditor for the period of his/her performance as an employee or contractor or

6. a contractor, consultant, volunteer or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official, provided that the outside party:

    A. performs an institutional service or function for which the District would otherwise use employees;

    B. is under the direct control of the District with respect to the use and maintenance of education records and

    C. abides by the legal requirements governing the use and redisclosure of personally identifiable information from education records.

School officials who meet the criteria listed above have access to a student's records if they have a legitimate educational interest in those records. A "legitimate educational interest" is the person's need to know in order to perform:

1. an administrative task required in the school employee's position description approved by the Board;

2. a supervisory or instructional task directly related to the student's education or

3. a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.

NOTE: The District must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. A district that does not use physical or technological access controls to records must ensure that its administrative policy for controlling access to education records is effective and that it remains in compliance with the legitimate educational interest requirement.

The District releases information from or permits access to a student's education records only with a parent's or an eligible student's prior written consent, except that the Superintendent or a person designated in writing by the Superintendent may permit disclosure under the following conditions:

1. when students seek or intend to enroll in another school district or a postsecondary school. The District makes reasonable attempts to notify the parent or eligible student at their last known address unless the disclosure is initiated by the parent or eligible student or unless the District's annual notification includes notice that the District forwards education records to other education entities that request records in connection with a student's transfer or enrollment. Upon request, the District provides copies of the records and an opportunity for a hearing (upon the condition that the student's parents be notified of the transfer, receive a copy of the record and have an opportunity for a hearing to challenge the content of the record);

2. when certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the District;

3. when parties who provide, or may provide, financial aid for which a student has applied or received, need the information to:

    A. establish the student's eligibility for the aid;

    B. determine the amount of financial aid;

C. establish the conditions for the receipt of the financial aid or

D. enforce the agreement between the provider and the receiver of financial aid;

4. if a State law adopted before November 19, 1974, required certain specific items of information to be disclosed in personally identifiable form from student records to state or local officials;

5. when the District has entered into a written agreement or contract for an organization to conduct studies on the District's behalf to develop tests, administer student aid or improve instruction;

6. when accrediting organizations need those records to carry out their accrediting functions;

7. when parents of eligible students claim the student as a dependent;

8. when it is necessary to comply with a judicial order or lawfully issued subpoena; the District makes a reasonable effort to notify the student's parent(s) or the eligible student before making a disclosure under this provision, except when a parent is party to a court proceeding involving child abuse or neglect or dependency, and the order is issued in the context of that proceeding;

9. if the disclosure is an item of directory information and the student's parent(s) or the eligible student has not refused to allow the District to designate that item as directory information for that student;

10. the disclosure is in connection with a health and safety emergency;

11. the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to the educational agency or institution under 42 U.S.C. 14071 and applicable federal guidelines and

12. to an agency caseworker or other representative of a state or local child welfare agency when the agency is legally responsible for the care and protection of the child. Information obtained will not be disclosed by the agency to any other agency or individual, unless they are engaged in addressing the education needs of the child and authorized by the agency to have access and the disclosure is consistent with the State laws applicable to protecting the confidentiality of the student's education records.

The District discloses personally identifiable information from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

When deciding whether to release personally identifiable information in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

The District records the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

1. the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and

2. parties to whom the District disclosed the information.

The District is required to permit the Ohio Department of Education (ODE) to have access to personally identifiable information about a student if ODE needs the information to:

1. notify the District or school attended in the District of threats or descriptions of harm included in the student's response to an achievement test question;

2. verify the accuracy of the student's achievement test score or

3. determine whether the student satisfies the alternative conditions for a high school diploma.

District officials may release information from a student's education records if the student's parent(s) or the eligible student gives his/her prior written consent for the disclosure. The written consent must include at least:

1. a specification of the records to be released;

2. the reasons for the disclosure;

3. the person or the organization or the class of persons or organizations to whom the disclosure is to be made;

4. the parent(s) or student's signature and

5. the date of the consent and, if appropriate, a date when the consent is to be terminated.

The District uses reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the agency or institution discloses personally identifiable information from education records. The student's parent(s) or the eligible student may obtain a copy of any records disclosed under this provision.

The District does not release information contained in a student's education records, except directory information, to any third parties, except its own officials, unless those parties agree that the information is not redisclosed, without the parent(s)' or eligible student's prior written consent.

RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE FROM EDUCATION RECORDS

The District maintains an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits, with some exceptions listed below. This record is kept with, but is not a part of, each student's cumulative school records. It is available only to the record custodian, the eligible student, the parent(s) of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.

The record includes:

1. the name of the person who or agency which made the request;

2. the interest which the person or agency has in the information;

3. the date on which the person or agency made the request;

4. whether the request was granted and, if it was, the date access was permitted or the disclosure was made and

5. in the event of a health and safety emergency, the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure and the parties to whom the agency or institution disclosed the information.

The District maintains this record as long as it maintains the student's education record.

The records do not include requests for access or information relative to access which has been granted to parent(s) of the student or to an eligible student; requests for access or access granted to officials of the District who have a legitimate educational interest in the student; requests for, or disclosures of, information contained in the student's education records if the request is accompanied by the prior written consent of a parent(s) or eligible student or if the disclosure is authorized by such prior consent or for requests for, or disclosures of, directory information designated for that student.

PROCEDURES TO SEEK TO CORRECT EDUCATION RECORDS

Parents of students or eligible students have a right to seek to change any part of the student's records which they believe is inaccurate, misleading or in violation of student rights.

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" is used to describe a record that is inaccurate, misleading or in violation of student rights. The term "correct" is used to describe a record that is accurate, not misleading and not in violation of student rights. Also, in this section, the term "requester" is used to describe the parent(s) of a student or the eligible student who is asking the District to correct a record.

To establish an orderly process to review and correct the education records for a requester, the District may make a decision to comply with the request for change at several levels in the procedure.

First-level decision. When a parent of a student or an eligible student finds an item in the student's education records that he/she believes is inaccurate, misleading or in violation of student rights, he/she should immediately ask the record custodian to correct it. If the records are incorrect because of an obvious error and it is a simple matter to make the record change at this level, the records custodian makes the correction. If the records are changed at this level, the method and result must satisfy the requester.

If the custodian cannot change the records to the requester's satisfaction, or the records do not appear to be obviously incorrect, he/she:

1. provides the requester a copy of the questioned records at no cost;

2. asks the requester to initiate a written request for the change and

3. follows the procedure for a second-level decision.

Second-level decision. The written requests to correct a student's education records through the procedure at this level should specify the correction that the requester wishes the District to make. It should at least identify the item the requester believes is incorrect and state whether he/she believes the item:

1. is inaccurate and why;

2. is misleading and why and/or

3. violates student rights and why.

The request is dated and signed by the requester.

Within two weeks after the records custodian receives a written request, he/she:

1. studies the request;

2. discusses it with other school officials (the person who made the record or those who may have a professional concern about the District's response to the request);

3. makes a decision to comply or decline to comply with the request and

4. completes the appropriate steps to notify the requester or moves the request to the next level for a decision.

If, as a result of this review and discussion, the records custodian decides the records should be corrected, he/she effects the change and notifies the requester in writing that he/she has made the change. Each such notice includes an invitation for the requester to inspect and review the student's education records to make certain that the records are in order and the correction is satisfactory.

If the custodian decides the records are correct, he/she makes a written summary of any discussions with other officials and of his/her findings in the matter. He/She transmits this summary and a copy of the written request to the Superintendent.

Third-level decision. The Superintendent reviews the material provided by the records custodian and, if necessary, discusses the matter with other officials such as the school attorney or the Board (in executive session). He/She then makes a decision concerning the request and completes the steps at this decision level. Ordinarily, this level of the procedure should be completed within two weeks. If it takes longer, the Superintendent notifies the requester in writing of the reasons for the delay and indicates a date on which the decision will be made.

If the Superintendent decides the records are incorrect and should be changed, he/she advises the record custodian to make the changes. The record custodian advises the requester of the change as he/she would if the change had been made at the second level.

If the Superintendent decides the records are correct, he/she prepares a letter to the requester, which includes:

1. the District's decision that the records are correct and the basis for the decision;

2. a notice to the requester that he/she has a right to ask for a hearing to present evidence that the records are incorrect and that the District grants such a hearing;

3. advice that the requester may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense and

4. instructions for the requester to contact the Superintendent or his/her designee to discuss acceptable hearing officers, convenient times and a satisfactory site for the hearing. (The District is not bound by the requester's positions on these items but may, as far as feasible, arrange the hearing as the requester wishes.)

Fourth-level decision. After the requester has submitted (orally or in writing) his/her wishes concerning the hearing officer, the time and place for the hearing, the Superintendent, within a week, notifies the requester when and where the District will hold the hearing and whom it has designated as the hearing officer.

At the hearing, the hearing officer provides the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education records is incorrect as shown in the requester's written request for a change in the records (second level).

Within one week after the hearing, the hearing officer submits to the Superintendent a written summary of the evidence submitted at the hearing. Together with the summary, the hearing officer submits his/her recommendation, based solely on the evidence presented at the hearing, that the records should be changed or remain unchanged.

The Superintendent prepares the District's decision within two weeks of the hearing. That decision is based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. The District's decision is based solely on the evidence presented at the hearing. The Superintendent may overrule the hearing officer if he/she believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the District's decision, the Superintendent takes one of the following actions.

1. If the decision is that the District changes the records, the Superintendent instructs the records custodian to correct the records. The records custodian corrects the records and notifies the requester as in the context of the second-level decision.

2. If the decision is that the District does not change the records, the Superintendent prepares a written notice to the requester, which includes:

   A. the District's decision that the records are correct and will not be changed;

   B. a copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the District's decision and

   C. advice to the requester that he/she may place in the student's education records an explanatory statement that states the reasons why he/she disagrees with the District's decision and/or the reasons he/she believes the records are incorrect.

Final administrative step in the procedure. When the District receives an explanatory statement from a requester after a hearing, it maintains that statement as part of the student's education records as long as it maintains the questioned part of the records. The statement is attached to the questioned part of the records and whenever the questioned part of the records is disclosed, the explanatory statement is also disclosed.

(Approval date: July 31, 1995)
(Re-approval date: December 30, 2002)
(Re-approval date: February 17, 2009)
(Re-approval date: October 21, 2019)

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
(Restraint and Seclusion)

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a multi-tiered school-wide, behavioral framework developed and implemented for the purpose of improving academic and social outcomes and increasing learning for all students. The Board directs the Superintendent/designee to develop a PBIS system/framework consistent with the components set forth in the State Board of Education's (SBOE) policy, State law and this policy. The District implements PBIS on a systemwide basis in an effort to promote positive interactions and solutions within the District. The District encourages family involvement as an integral part of its PBIS system. This policy is implemented in accordance with all applicable definitions set forth in State law.

PBIS Framework

The framework includes a decision-making framework consisting of multiple school staff members who guide selection, integration and implementation of evidence-based academic and behavior practices for improving academic and behavior outcomes for all students. It also includes the following integrated elements:

1. data-based decision making;
2. evidence-based practices along a multi-tiered continuum of supports;
3. systems that enable accurate and sustainable implementation of practices and
4. progress monitoring for fidelity and target outcomes.

The District standards for implementation of PBIS include:

1. student personnel will receive professional development in accordance with State law and this policy;
2. explicit instruction of school-wide behavior expectations;
3. consistent systems of acknowledging and correcting behaviors;
4. teaching environments designed to eliminate behavior triggers and
5. family and community involvement.

Professional Development for the Implementation of PBIS

Student personnel receives professional development for the implementation of PBIS at least every three years from a building or District PBIS leadership team or other appropriate source in collaboration with the PBIS leadership team. Professional development is in accordance with the District's PBIS training plan, the District ensures there are continuous training structures in place and training requirements may be modified for the intended audience. The District retains records of completed professional development, including a list of participants.

Professional development addresses the following topics:

1. an overview of PBIS;

2. the process for teaching behavioral expectations;

3. data collection;

4. implementation of PBIS with fidelity;

5. consistent systems of feedback to students for acknowledgment of appropriate behavior and corrections for behavior errors and

6. consistency in discipline and discipline referrals

General Rules for Restraint and Seclusion

While the District wishes to promote positive interactions and solutions, when a student's behavior presents an immediate threat of physical harm to the student or others and no other safe or effective method of intervention is available, approved physical restraint and seclusion may be used to maintain a safe environment.

The District does not engage in practices prohibited by State law, including:

1. prone restraint (including any physical restraint that obstructs the airway of the student, or any physical restraint that impacts a student's primary mode of communication);

2. any form of physical restraint that involves the intentional, knowing or reckless use of any technique that:

    A. involves the use of pinning down a student by placing knees to the torso, head or neck of the student;

    B. uses pressure point, pain compliance or joint manipulation techniques or

    C. otherwise involves techniques that are used to unnecessarily cause pain.

3. corporal punishment, as defined in Ohio Revised Code Section (RC) 3319.41;

4. child endangerment, as defined by RC 2919.22;

5. deprivation of basic needs;

6. seclusion or restraint of preschool children in violation of Ohio Administrative Code Section (OAC) 3301-37-10(D) and OAC 3301-35-15;

7. chemical restraint;

8. mechanical restraint (does not include devices used by trained school personnel, or by a student, for the specific and approved therapeutic or safety purposes for which such devices were designed and, if applicable, prescribed);

9. aversive behavioral interventions or

10. seclusion in a locked room or area.

The District may only use physical restraint or seclusion if staff:

1. are appropriately trained to protect the care, welfare, dignity, and safety of the student;

2. continually observe the student in restraint or seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;

3. use communication strategies and research-based de-escalation techniques in an effort to help the student regain control and

4. remove the student from physical restraint or seclusion immediately when the immediate risk of physical harm to self or others has dissipated.

Restraint

Physical restraint may not be used as a form of punishment or discipline, or as a substitute for other less restrictive means of assisting a student in regaining control. The use of prone restraint is prohibited. This policy does not prohibit the use of reasonable force and restraint as provided by RC 3319.41.

Restraint only may be used:

1. if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;
2. if the physical restraint does not interfere with the student's ability to breathe;

3. if the physical restraint does not interfere with the student's ability to communicate in the student's primary language or mode of communication and

4. by school personnel trained in safe restraint techniques, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Seclusion

Seclusion may not be used as a form of punishment or discipline; for staff convenience; or as a substitute for an educational program, inadequate staffing, staff training in the PBIS framework and crisis management or other less restrictive means of assisting a student in regaining control such that it is reflective of the cognitive, social and emotional level of the student; or as a means to coerce, retaliate, or in a manner that endangers a student.

Seclusion only may be used:

1. if a student's behavior poses an immediate risk of physical harm to the student or others and no other safe or effective intervention is available;

2. for the minimum amount of time necessary to protect the student and others from physical harm;

3. in a room or area that is not locked, does not preclude the student from exiting the area should the staff member become incapacitated or leave, and that provides adequate space, lighting, ventilation and the ability to observe the student;

4. under the constant supervision of trained staff able to detect indications of physical or mental distress that require removal and/or immediate medical assistance, and who document their observations of the student and

5. as a last resort to provide an opportunity for the student to regain control of their actions.

Multiple Incidents of Restraint and Seclusion

The District handles multiple incidents of restraint and seclusion in accordance with State law. Within 10 days of a student's third incident of physical restraint or seclusion in a school year, the District holds a meeting to address the situation. If the student has an Individualized Education Plan (IEP) or a 504 plan, the student's IEP or 504 team meets to consider the need to conduct a functional behavioral assessment or behavior intervention plan, or to amend an existing assessment or plan. For all other students, a team consisting of the parent, an administrator or designee, a teacher of the student, a staff member involved in the incident (if not the teacher or administrator already invited) and other appropriate staff members will meet to discuss the need to conduct or review a functional behavioral assessment and/or develop a behavior intervention plan. The District may choose to complete a functional behavioral assessment or develop a behavior intervention plan for any student who might benefit from these measures, not only those who have had three or more incidents of restraint or seclusion.

Training and Professional Development for the Use of Crisis Management and De-escalation Techniques

The District ensures an appropriate number of personnel in each building are annually trained in evidence-based crisis management and de-escalation techniques, as well as the safe use of physical restraint and seclusion, in accordance with the minimum training requirements set forth in State law. The District maintains written or electronic documentation of the name, position and building assignment of each person completing training as well the name of the person who provided the training, the date of the training and the protocols and the techniques and materials that were included.

Compliance with training requirements is reported to the Ohio Department of Education (ODE) by November 30 annually through the consolidated school mandate report.

If the District reports noncompliance, the Superintendent/designee must provide a written explanation to the Board within 30 days explaining this noncompliance and a written plan of action for accurately and efficiently addressing the problem.

Reporting and Complaint Procedure

Any incident of restraint or seclusion will be immediately reported to building administration and the parent. A written report documenting the incident will be completed and made available to the parent within 24 hours and maintained by the District. Staff also will conduct a debriefing, including all involved staff, the student and parent (if possible), to evaluate the trigger for the incident, staff response and methods to address the student's behavioral needs. The District annually reports information regarding its use of restraint or seclusion to ODE in accordance with ODE procedures.

The Board directs the Superintendent/designee to establish a procedure to monitor the implementation of State law and the District's policy on restraint and seclusion.

The Board directs the Superintendent/designee to establish District written complaint procedures, which include a:

1. procedure for parents to present written complaints to the Superintendent to initiate a complaint investigation by the District regarding incidents of restraint or seclusion;

2. requirement that the District respond to parents in writing within 30 days of the filing of a complaint regarding restraint or seclusion, and to make a reasonable effort to have an in-person meeting with the parent and

notice of additional complaint options available under State law.

Parents are notified annually of the District's seclusion and restraint policies and procedures, including the local complaint process which are also posted on the District's website. The District annually reviews the requirements of OAC 3301-35-15 and local policies and procedures related to PBIS and physical restraint and seclusion.

[Adoption date: September 17, 2013]
[Re-adoption date: October 21, 2019]
[Re-adoption date: January 10, 2022]

LEGAL REFS.:
ORC 2919.22
ORC 3301.68
ORC 3319.237
ORC 3319.41
ORC 3319.46
ORC 3326.11
ORC 3328.24
OAC 3301-35-15
OAC 3301-37-10

CROSS REFS.: IGBA, Programs for Students with Disabilities
JF, Student Rights and Responsibilities
JGA, Corporal Punishment
JH, Student Welfare
JHF, Student Safety

SECTION K: SCHOOL-COMMUNITY RELATIONS

KA	School-Community Relations Goals
KBA	Public's Right to Know
KBCD	Broadcasting and Taping of Board Meetings (Also BDDJ)
KBE	Tax Issues (Also FD)
KC	Community Involvement in Decision Making (Also ABA)
KD	Public Participation at Board Meetings (Also BDDH)
KF	Community Instructional Resources (Also IIC)
KG	Community Use of School Premises (Equal Access)
KGB	Public Conduct on District Property
KGC	No Tobacco Use on District Property
KH	Public Gifts to the District
KI	Public Solicitations in the Schools
KJ	Advertising in the Schools
KJA	Distribution of Materials in the Schools
KK	Visitors to the Schools
KKA	Recruiters in the Schools
KL	Public Complaints
KLB	Public Complaints About the Curriculum or Instructional Materials
KLD	Public Complaints About District Personnel
KMA	Relations with Parent Organizations
KMB	Relations with Booster Organizations

SCHOOL-COMMUNITY RELATIONS GOALS

Staff members have a responsibility to promote good school-community relations. The school-community relations program is directed by the Superintendent and is based upon the following principles.

1. The school-community relations program is a systematic, two-way process of communications between the District and the community.

2. The District may use media sources and other forms of communications available to effectively communicate with the citizens and employees.

3. Communications with the public should promote involvement, objective appraisal and support.

4. Communications should be internal as well as external and provide factual, objective and realistic data.

5. School communications should be responsive both to events as they arise and to evaluations of the process.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-02; 3301-35-04

CROSS REFS.: AE, School District Goals and Objectives
AFA, Evaluation of School Board Operational Procedures (Also BK)
KBA, Public's Right to Know

PUBLIC'S RIGHT TO KNOW

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 building principal is authorized and expected to keep the school's community informed about the school's programs and activities. The release of information of Districtwide 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. However, the Board may, by resolution, designate one or more persons to attend public records training on its behalf. If so decided, the Board appoints a designee whenever the composition of the Board changes.

The District may ask that the identity of an individual requesting information and the 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 may also 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 for profit-making purposes or when parents have affirmatively withdrawn their consent to release in writing. Student records that consist of "personally identifiable information" generally are exempt from disclosure.

All records responsive to the request are made available in 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 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 requests physically sent by mail or another delivery service to any one person may be limited to 10 a month unless the person certifies, in writing, that neither the records nor the information in them will be used for commercial purposes. If the District provides public records on a free and accessible website, the number of requests delivered in a digital format to any one person may be limited to 10 a month unless the records requested are not provided on the website and the person certifies, in writing, that neither the records nor the information in them will 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 is maintained and readily available to the public in the central office.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: January 14, 2008]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Family Educational Rights and Privacy Act; 20 USC, Section 1232g
ORC 121.22
149.011; 149.35; 149.381; 149.41; 149.43
3319.321
OAC 3301-35-03; 3301-35-04

CROSS REFS.: BDC, Executive Sessions
BDDG, Minutes
EHA, Data and Records Retention
GBL, Personnel Records
GBS, Health Insurance Portability and Accountability Act (HIPAA)
IGBA, Programs for Students with Disabilities
JO, Student Records
KA, School-Community Relations Goals
KKA, Recruiters in the Schools

BROADCASTING AND TAPING OF BOARD MEETINGS

Photographic and electronic audio and video broadcasting and recording devices may be used at regular and special Board meetings legally open to the public according to the following guidelines.

1. Persons interested in taking photographs, broadcasting or recording Board meetings should notify the Board of their interest in doing so.

2. Persons operating cameras, broadcasting and/or recording devices must do so with a minimum of disruption to those present at the meeting. Specifically, the view between Board members and the audience must not be obstructed, interviews must not be conducted during the meeting and no commentary is to be given in a manner that distracts Board members or the audience.

3. The Board has the right to halt any recording that interrupts or disturbs the meeting.

The Board may make the necessary arrangements to make audio and/or video recordings of all regular meetings and any special meeting that it deems appropriate.

[Adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: U.S. Const. Amend. I
ORC 121.22
2911.21
2917.12
2921.31
3313.20(A)

CROSS REFS.: BD, School Board Meetings
BDDH, Public Participation at Board Meetings (Also KD)

TAX ISSUES

The Board examines financial needs in advance of any levy or bond elections. The Board provides the public with information on school building needs and on levy and bond elections. It does not use District funds to promote approval of school-related tax issues.

Tax reduction factors are considered in coordination with the Sexennial Reappraisal and/or the Triennial Update in affected District counties. In considering a potential tax issue, the Board examines all legal options to obtain additional revenue.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Ohio Const. Art XII, Sections 2, 5
ORC Chapter 133
319.301
3311.21
3313.37; 3313.375
3315.07
3501.01
Chapter 5705
Chapter 5713
5715.33
5748.01 et seq.
OAC 5703-25-45 through 5703-25-49

CROSS REF.: BCF, Advisory Committees to the Board

COMMUNITY INVOLVEMENT IN DECISION MAKING

Community participation in the schools is essential to promote and maintain the quality of education for all students.

In addition to electing fellow citizens to represent them on the Board, all citizens may express ideas, concerns and judgments about the schools to the administration, to the staff, to any appointed advisory bodies and ultimately to the Board. Ideas should be addressed to the responsible individual in an appropriate fashion.

Residents may be invited by the Board to act as advisers, individually and in groups, in such areas as:

1. clarifying general ideas and attitudes held by residents in regard to the schools;

2. assisting in developing Board policies under which the District is to be managed;

3. assisting in establishing administrative arrangements and regulations designed to help implement these policies;

4. determining the purposes of curriculum and special services to be provided for students;

5. evaluating the extent to which these purposes are being achieved by present policies and/or

6. studying a specific problem or set of closely related problems about which a decision must be made.

The Board gives consideration to the advice it receives from individuals and community groups. Final authority for all decisions rests with the Board.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 121.22
OAC 3301-35-04

CROSS REFS.: AD, Development of Philosophy of Education
AFA, Evaluation of School Board Operational Procedures (Also BK)
BCE, Board Committees
BCF, Advisory Committees to the Board
BCFA, Business Advisory Council to the Board
IF, Curriculum Development

PUBLIC PARTICIPATION AT BOARD MEETINGS

All meetings of the Board and Board-appointed committees are open to the public.

In order for the Board to fulfill its obligation to complete the planned agenda in an effective and efficient fashion, a maximum of 30 minutes of public participation may be permitted at each meeting.

Each person addressing the Board shall give his/her name and address. If several people wish to speak, each person is allotted three minutes until the total time of 30 minutes is used. During that period, no person may speak twice until all who desire to speak have had the opportunity to do so. Persons desiring more time should follow the procedure of the Board to be placed on the regular agenda. The period of public participation may be extended by a vote of the majority of the Board, present and voting.

Agendas are available to all those who attend Board meetings. The section on the agenda for public participation shall be indicated. Noted at the bottom of each agenda shall be a short paragraph outlining the Board's policy on public participation at Board meetings.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: May 24, 2012]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 121.22
3313.20

CROSS REFS.: BCE, Board Committees
BD, School Board Meetings
BDDB, Agenda Format
BDDC, Agenda Preparation and Dissemination
BG, Board-Staff Communications (Also GBD)

COMMUNITY INSTRUCTIONAL RESOURCES

Helping each student develop to his/her full potential and to become a citizen contributing to the welfare of the community are important objectives of the District's educational program. The Board encourages administrative and instructional personnel to rely on the community as one of its educational resources. The administration directs community instructional resources designed to involve the citizens, institutions and environment of our community in the education of its children.

The Superintendent has supervisory control over community relations, which includes school volunteer service. Members of the staff and of the community are encouraged to offer their ideas and services through the channels that the administration develops.

The Superintendent reports to the Board on the involvement and effectiveness of community relations.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3315.07
OAC 3301-35-02; 3301-35-04; 3301-35-06

CROSS REFS.: GBQ, Criminal Records Check
IICC, School Volunteers

COMMUNITY USE OF SCHOOL PREMISES
(Equal Access)

Although the basic purpose of public school premises is to provide the youth of the community a sound educational program, the complete function of education is not achieved until the school premises are made to serve the entire community. To accomplish this objective, when school premises are not in use for school purposes, the Board shall, upon payment of the prescribed fee and subject to the requirements of applicable regulations, permit the use of school premises for auxiliary, educational, recreational, cultural, civic, social, religious or other Board-approved purposes.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 26, 2003]
[Re-adoption date: September 19, 2011]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 16, 2021]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
Title VIII, Section 801
ORC 3311.215
3313.75; 3313.76; 3313.77; 3313.78; 3313.79
3320.01; 3320.02; 3320.03
4303.26

CROSS REFS.: KGB, Public Conduct on District Property
KI, Public Solicitations in the Schools

COMMUNITY USE OF SCHOOL PREMISES
(Equal Access)

1. Applications for the use of school facilities must be presented, in writing, on the District's formal application form to the building principal two weeks prior to the requested rental date.

2. The Board or its designee reserves the right to reject or cancel any application for reason.

3. All correspondence regarding facility use shall be directed to and from the building principal.

4. The person making application must be a responsible adult, 21 years of age or over.

5. Special room equipment or requests for movement or setup of furniture must be requested at the time the facility is reserved. Such permission must be stated on the facility application.

6. Groups requiring setup and takedown (tables, chairs, etc.) must provide their own working party. Groups requesting the Board to provide these services will be charged according to the fee schedule. Failure to take down equipment and clean up after an event will result in charges based upon the District's actual expense for custodial time necessary to return the facility to its original condition.

7. Organizations receiving permission to use school facilities are responsible for the conduct of both participants and spectators. Adequate provision should be made to handle anticipated crowds. Any event with an anticipated crowd of 100 or more participants may be required to pay a custodian to be on duty during the entire event.

8. The building principal may require the renting organization to provide parking attendants and police and fire supervision if he/she believes the crowds or programs warrant it.

9. All applications will be issued for specific rooms or areas, and it shall be the responsibility of the renting organization to see the remainder of the building is not entered or disturbed.

10. Tobacco use is prohibited by law in school buildings and other athletic facilities. Adults may use tobacco in designated outdoor smoking areas only.

11. No alcoholic beverages are permitted to be brought in or consumed in school buildings or on school grounds.

12. Games of chance and activities defined as gambling by State statutes are illegal and strictly prohibited on District property.

13. The rental organization is responsible financially for breakage or damage to equipment or facilities, including theft thereof.

14. Rental groups must receive special permission from the Board or its designee to operate concessions of any type.

15. There shall be no signs, banners, pennants, etc. placed in or on school buildings or on school grounds, except those associated with activities sponsored by the school or the school PTA/PTO.

16. No open flame decorations shall be permitted. Regular decorations must be as fireproof as possible. Decorations shall not be fastened to walls or ceilings with nails, screws, scotch tape or other fasteners that will damage the finish of the surface. Nails, screws or other fasteners shall not be used to fasten decorations to the floor.

17. All electrical equipment (e.g., stage lights, stadium lights, scoreboards) and arrangements shall be under the control of the Board or its representatives.

18. No group which limits membership in, or attendance at, its activities on the basis of race or color shall be allowed the use of school buildings or grounds.

19. During use of gymnasiums, gym shoes are required. Only participants with adequate supervision shall be in the gym.

20. No group is admitted in buildings and facilities without a permit and only at the time stated and with proper supervision. District grounds are considered facilities as per this policy and also require a permit.

21. All groups must clean up and be out of the buildings and facilities by the time stated on the permit. Facilities must be cleaned and restored to a level deemed acceptable for the District by the school principal or his/her representative. Failure to adhere to this provision of the permit will result in the payment of fees equal to the District's actual costs for payment of custodial services to restore the facility or grounds to an acceptable level.

22. Extra duty custodial services shall include (but are not limited to) unlocking and locking the building, operation of lights, heating, setting up chairs, normal cleanup and putting the room(s) in order for their regular use. Hourly custodial service fees will be as per the District's negotiated agreement with the OAPSE union and will be calculated by the District Treasurer.

23. School equipment may be loaned out by the building principal to nonprofit groups only. For-profit groups may be denied use of District equipment or charged an appropriate fee as determined by the building principal.

24. The building principal or his/her designee shall enforce the rules and regulations as set forth by the Board.

25. The right to revoke or restrict a permit at any time is reserved by school authorities.

26. The Board reserves the right to add additional regulations or restrictions at any time, either orally or in writing, that are deemed necessary for the safety of people, protections of school property and the general welfare of the community, including the cancellation of any permit.

27. The Board assumes no responsibility for properties left on premises by the applicant.

28. The auditorium, gymnasium or any other room used by the applicant will be examined carefully after use and the applicant agrees to make good promptly any loss or damage occurring during the applicant's use of said room or rooms.

29. Automobiles shall only be driven and parked in designated areas.

30. Litter of all kinds shall be removed by those using school facilities, or arrangements shall be made to pay custodial personnel for doing this work.

31. Profit-making groups will pay a substantial fee as defined by the accompanying fee schedule made part of this policy. Profit is considered to be any money collected over and beyond the cost of expenses and donations made to WLSD.

Special Areas

1. Kitchen. Request forms for kitchen use must specify equipment desired such as ovens, dishwashers, etc., as well as services required. The use of a kitchen facility and equipment requires a kitchen employee to be present during the time the facility is in use.

2. Vocational areas are not available for non-District program use.

3. Science labs are not available for non-academic/non-District program use.

4. Art, music and band rooms are not available for non-District program use.

5. Varsity athletic facilities are not available for use by nonprofit adult groups or profit-making groups. Nonprofit youth groups may only use varsity athletic facilities with permission from the Superintendent and may be asked to make donations for the upkeep of the fields and facilities in exchange for the ability to use varsity athletic facilities.

6. The Warren Local School District Administration Office is not available for non-District program use.

(Approval date: July 31, 1995)
(Re-approval date: December 30, 2002)
(Re-approval date: February 26, 2003)
(Re-approval date: September 19, 2011)
(Re-approval date: October 21, 2019)

PUBLIC CONDUCT ON DISTRICT PROPERTY

All persons on District grounds are expected to abide by all applicable laws, local ordinances, Board policies and District and building regulations.

No person on District property may assault, strike, threaten, menace or use improper, indecent or obscene language toward a teacher, instructor, other District employees or students at any time. This prohibition is extended to all athletic officials, coaches and athletes in the District and all visiting teams.

Unless otherwise permitted by law, no person is permitted to bring deadly weapons or dangerous ordnances into a school safety zone.

No person may disrupt, disturb or interfere with the teaching of any class of students or any other activity conducted in a school building or upon the campus or grounds at any time.

Whoever violates this policy and/or building regulations will be asked to leave the property by whoever is in charge. Should that person refuse, law enforcement officials will be called. If the offender should be a student, the person in charge should report the student to the appropriate principal. The administration cooperates in any prosecution pursuant to the criminal laws of the state and local ordinances.

Good Conduct and Sportsmanship

The Board recognizes the value of cocurricular and extracurricular activities in the educational process and the values that young people develop when they have the opportunity to participate in an organized activity outside of the classroom.

Students and adults participating in cocurricular and extracurricular activities are expected to demonstrate responsible behavior and good conduct. The Board encourages the development and promotion of sportsmanship in all phases of the educational process, including athletics and all other cocurricular and extracurricular activities. Rules are posted at the entryways to all athletic events for all participants and spectators to review.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: Gun-Free Schools Act; 20 USC 1751
Gun-Free School Zones Act; 18 USC 922
ORC 2903.13; 2903.22
2911.21
2917.11
2923.1212; 2923.122
3313.20(A)

CROSS REFS.: GBCB, Staff Conduct
IGD, Cocurricular and Extracurricular Activities
JFC, Student Conduct (Zero Tolerance)
KG, Community Use of School Premises (Equal Access)
KGC, No Tobacco Use on District Property
KK, Visitors to the Schools

NO TOBACCO USE ON DISTRICT PROPERTY

The Board has a duty to protect and promote the health and well-being of all students and staff. The Board is acutely aware of the serious health risks associated with the use of tobacco products, both to users and nonusers, and that most tobacco use begins by the age of 18. The Board recognizes that staff and school visitors serve as role models to students and, therefore, adopts this 100% tobacco-free District policy to endorse a healthy lifestyle and prevent tobacco use.

Smoking is defined by State law as inhaling, exhaling, burning, or carrying any lighted or heated tobacco product or plant product intended for inhalation in any manner or in any form. Smoking also includes the use of an electronic smoking device and vapor products. For the purpose of this policy, "tobacco product" is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette and any other smoking product, and spit tobacco, also known as smokeless, dip, chew and snuff, in any form.

Tobacco Use Prohibited

No volunteer or school visitor is permitted to smoke, inhale, vape, dip or chew tobacco products at any time, including non-school hours:

1. in any building, facility or vehicle owned, leased, rented or chartered by the District or

2. on school grounds, athletic facilities or parking lots.

Tobacco Advertisements and Promotions

Tobacco advertising is prohibited on school grounds, in all school-sponsored publications and at all school-sponsored events. Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters and other personal articles, are not permitted on school grounds, in school vehicles or at school-sponsored events.

Providing Notice

"No Tobacco" signs will be posted throughout the District at entrances and other appropriate locations in all academic buildings, administrative spaces and athletic fields. District vehicles will display the international "No Smoking" insignia. Announcements will be made during home athletic events both before the event and during intermission, as well as at all school functions where deemed appropriate. School programs will include a written reminder of the no tobacco use on District property policy.

Enforcement

Citizens failing to comply with this policy are educated as to State law and the Board's policy on smoking. Persons refusing to extinguish smoking materials are directed to leave school property and may be fined by the Ohio Department of Health or its designees.

The following disciplinary actions may be taken against school visitors found in violation of this policy.

1st offense:	verbal notification of the policy
Multiple offenses:	removal from school property or, if off-campus, removal from school activity

[Adoption date: August 21, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: April 16, 2007]
[Re-adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 10, 2020]
[Re-adoption date: January 10, 2022]

LEGAL REFS.:
Elementary and Secondary Education Act; 20 USC 1221 et seq.
Goals 2000: Educate America Act; 20 USC 6081 through 6084
ORC 3313.20
ORC 3313.751
ORC 3794.01
ORC 3794.02
ORC 3794.04
ORC 3794.06
OAC 3301-35-02
OAC 3301-35-05

CROSS REFS.: GBK, Tobacco Use on District Property by Staff Members
JFCG, Tobacco Use by Students
KGB, Public Conduct on District Property

PUBLIC GIFTS TO THE DISTRICT

Gifts, grants or bequests are accepted by the Board, provided the conditions of acceptance do not remove any portion of the control of the District from the Board.

Any person or organization desiring to give a gift or make a grant or bequest to the Board must contact the Superintendent, who submits the request to the Board.

Proposals for giving funds, equipment or materials to the District with a "matching" agreement or restriction are discouraged. Acceptance of donated equipment or materials may depend upon the compliance with, or experience related to, the Board's policy of standardizing materials and equipment.

Whenever the District has an established project, contributions that reduce the cost or hasten the completion are welcome.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 9.20
3313.17; 3313.36

CROSS REFS.: BHD, Board Member Compensation and Expenses
GBIA, Online Fundraising Campaigns/Crowdfunding (Also IGDFA)

PUBLIC SOLICITATIONS IN THE SCHOOLS

No person may sell or offer for sale within school buildings or on school property any articles or services or solicit contributions except those approved by the Superintendent or the Board. This policy does not prohibit any school fundraising activity authorized by the Superintendent or other appropriate building administrator.

Salespeople representing educational companies may be granted the opportunity to speak to teachers by making arrangements through the principal's office. Such appointments must not interfere with the classroom work of the teachers.

The school directory or lists of students are not made available to any outside person or agency for a profit-making purpose.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 2921.43
3319.321

CROSS REFS.: GBI, Staff Gifts and Solicitations
GBIA, Online Fundraising Campaigns/Crowdfunding (Also IGDFA)
KG, Community Use of School Premises (Equal Access)
KK, Visitors to the Schools

ADVERTISING IN THE SCHOOLS

Notices, advertisements or written matter of any nature on behalf of persons or organizations not officially connected with the District shall not be distributed or displayed in any school building or on District property without permission of the Superintendent. All notices, including those by personnel, shall be approved by the building principal and, in case of doubt, by the Superintendent. Appeal of the Superintendent's decision may be made to the Board.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: April 16, 2007]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.20; 3313.47
7 CFR, Subtitle B, Chapter 11, Part 210

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)
EFG, Student Wellness Program
IIBH, District Websites

DISTRIBUTION OF MATERIALS IN THE SCHOOLS

The District recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, non-school-sponsored material. In order to protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the District, the following requirements apply to the distribution of non-school-sponsored material on school property and at school activities.

Prior Approval Required

Individuals or groups not affiliated with the District, who desire to distribute materials to the members of the school community, must first receive approval of such materials through the Superintendent/designee.

Students and staff members who desire to distribute materials to members of the school community must first receive approval from the building principal and when in doubt the Superintendent.

Types of Material Restrictions

Materials must be approved if they fall under one of the following categories:

1. publications of services, special events, public meetings or other items of interest to students or parents/guardians;

2. distribution of promotional materials of a commercial nature to students or parents/guardians;

3. paid advertisements on District property, including but not limited to billboard advertisements;

4. paid advertisements on or in school-sponsored publications, yearbooks, announcements and other school communications and/or

5. products and materials donated by commercial enterprises for use in the classroom, as long as they serve an educational purpose and do not unduly promote any commercial activity or products.

Manner and Mode of Distribution

The Superintendent/designee may approve the use of District time, personnel and resources in the distribution of materials if the materials are of an educational nature. The Superintendent will not, however, approve the use of District time, personnel or District resources for distribution if the materials are not of an educational nature and/or considered to be conducting business by soliciting participation, campaigning for membership or registering participants.

The building principals designate appropriate times, locations and means for which distribution of non-school-sponsored materials is appropriate. Determinations are made on a case-by-case basis.

Distribution with or without District involvement does not mean to imply sponsorship or support for that which the materials endorse. The District takes no responsibility for problems arising between the sponsoring individual or group and the student or staff member who accepts the materials.

Limitations on Content

Non-school literature is not distributed on District property if:

1. the materials are obscene, vulgar or otherwise inappropriate for the age and maturity of the audience;

2. the materials endorse actions endangering the health or safety of students;

3. the distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person;

4. the materials contain defamatory statements about public figures or others;

5. the materials advocate imminent lawless or disruptive action and are likely to incite or produce such action;

6. the materials are hate literature or similar publications that scurrilously attack ethnic, religious or racial groups; contain content aimed at creating hostility and violence and the materials would materially and substantially interfere with school activities or the rights of others or

7. there is reasonable cause to believe that distribution of the non-school literature would result in material and substantial interference with school activities or the rights of others.

Failure to comply with this policy regarding distribution of non-school literature shall result in appropriate administrative action, including but not limited to confiscation of nonconforming materials and/or suspension of use of District facilities. Appropriate law enforcement officials may be called if a person refuses to comply with this policy or fails to leave the premises when asked.

[Adoption date: October 21, 2019]
[Re-adoption date: February 16, 2021]

LEGAL REFS.: U.S. Const. Amend. I
ORC 3313.20; 3313.47; 3313.66; 3313.661
3320.01; 3320.02; 3320.03

CROSS REFS.: EDE, Computer/Online Services (Acceptable Use and Internet Safety)
IIBH, District Websites
KJ, Advertising in the Schools

VISITORS TO THE SCHOOLS

The Board encourages parents and other citizens of the District to visit classrooms to observe the work of the schools and to learn what the schools are doing. Visits should be scheduled with the teacher, in advance, to avoid any unnecessary disruption to classroom instruction or activities.

To maintain the safety of students and staff and to ensure that no unauthorized persons enter buildings, all visitors must first report to the main office to receive authorization to visit. (Authorization is not needed for school programs, assemblies, graduations and athletic events.)

All participants and spectators of school programs, assemblies, graduations and athletic events are expected to abide by all applicable laws, local ordinances, Board policies and District and building regulations pertaining to public conduct on District property.

School principals and their designees are authorized to take appropriate action to prevent and remove, if necessary, unauthorized persons from entering District buildings, loitering on the grounds and/or creating disturbances anywhere on District property.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REF.: ORC 3313.20(A)

CROSS REFS.: BG, Board-Staff Communications (Also GBD)
KGB, Public Conduct on District Property
KI, Public Solicitations in the Schools

RECRUITERS IN THE SCHOOLS

All recruiters, military, employment, charitable and educational, are treated uniformly in the conduct of on-campus student recruitment. Scheduling of recruiting visits to the District is announced to the student body in advance. The District provides at least two opportunities per school year for recruiters to present information in person to all students in grades nine through 12, individually or in a group setting.

All group meetings are scheduled through the principal's office. Classroom teachers who schedule recruiters as a career awareness activity should coordinate these activities through the principal's office.

In order to maintain the privacy of students, the Board prohibits the disclosure of any student list to any commercial organization that intends to use the list for commercial purposes. "Student list" is defined as Board-approved directory information. "Commercial organization" is defined as any entity that is a for-profit organization. "Commercial purpose" is defined as any activity that is an attempt to solicit business for profit.

Names and addresses of students in grades 10 through 12 must be released to a recruiting officer of the armed forces unless a parent or student (age 18 or older) submits a written request not to release the information.

All recruiters are expected to abide by all applicable laws, local ordinances, Board policies and District and building regulations pertaining to public conduct on District property.

[Adoption date: February 17, 2009]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: The Elementary and Secondary Education Act; 20 USC 1221 et seq.
20 USC 7908
Family Educational Rights and Privacy Act; 20 USC Section 1232g
National Defense Authorization Act: 10 USC 503: (P.L. No. 107)
ORC 149.41; 149.43
1347.01 et seq.
3313.471
3317.031
3319.32; 3319.321
3321.12; 3321.13
3331.13

CROSS REFS.: JO, Student Records
KBA, Public's Right to Know

Warren Local School District, Vincent, Ohio

PUBLIC COMPLAINTS

Constructive criticism of the District is welcomed by the Board. Although no member of the community is denied the right to bring his/her complaints to the Board, he/she is referred to the proper administrative channels for solution before investigation or action by the Board. Exceptions may be made when the complaints concern Board actions or Board operations.

The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible. The staff should be given the opportunity to consider the issues and attempt to resolve the problems prior to involvement by the Board. The proper channeling of complaints involving instruction, discipline or learning materials is employee, principal, the Superintendent and then the Board.

If a complaint that was presented to the Board and referred through the proper channels is resolved before it comes back to the Board, a report of the disposition of the matter is made to the Board and then placed in the official files.

The Board expects the staff to receive complaints courteously and to make a proper reply to the complainant.

Matters referred to the Superintendent and/or the Board must be in writing and are expected to be specific in terms of the action desired.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 121.22
149.43

CROSS REFS.: KLB, Public Complaints About the Curriculum or Instructional Materials
KLD, Public Complaints About District Personnel

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

The Board recognizes the need and right of students to free access to many different types of books and materials. It also recognizes the right of the certificated staff to select books and other materials supportive of the Board's educational philosophy and goals.

Criticism of a book or other materials used in the District may be expected from time to time. In such instances, the following guidelines shall apply.

1. If a parent requests that his/her own child not read a given book, the teacher and/or school administrator should resolve the issue, perhaps by arranging for use of alternative material meeting essentially the same instructional purpose.

2. The Board does not permit any individual or group to exercise censorship over instructional materials and library collections, but it recognizes that, at times, a reevaluation of certain material may be desirable. Should an individual or group ask to have any book or other material withdrawn from school use, the following steps are taken.

    A. The person who objects to the book or other material is asked to sign a complaint on a standard form documenting his/her criticism.

    B. Following receipt of the formal complaint, the Superintendent provides for a reevaluation of the material in question. He/She arranges for the appointment of a review committee from among the faculty and community to consider the complaint.

    C. The Superintendent reviews the complaint and the committee's reevaluation and renders a decision in the matter. Should the decision be unsatisfactory to the complainant, it may be appealed to the Board.

The Board assumes final responsibility for all books and instructional materials that it makes available to students, and it holds its certificated staff accountable for their proper selections. The Board also recognizes rights of individual parents with respect to controversial materials used by their own children and provides for the reevaluation of materials in library collections upon formal request.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 121.22
3329.07; 3329.08; 3329.09

CROSS REFS.: IIA, Instructional Materials
IIAA, Textbook Selection and Adoption
IIAC, Library Materials Selection and Adoption
KL, Public Complaints
KLD, Public Complaints About District Personnel

CITIZEN'S REQUEST FOR RECONSIDERATION OF LIBRARY/CURRICULUM MATERIALS

Type of material (book, film, pamphlet, etc.) _____

_____

Author _____

Title _____

Publisher (if known) _____

Request initiated by _____

Address _____

Telephone _____

Complainant represents: Self _____

Organization _____

Other _____

1. To what do you object? (Be specific, cite pages, frames) _____

   _____

2. What do you believe might be the result of reading or seeing this material? _____

   _____

3. For what age group do you recommend this material? _____

4. Is there anything good about this material? _____

   _____

5. Did you read or see the entire material? _

   What parts? _____

6. Are you aware of the judgment of this material by professional critics? _____

_____

7. What do you believe is the theme of this material? _____

_____

8. What would you like your school to do about this material? _____

[ ] Do not assign it to my child.

[ ] Withdraw it from all students as well as my child.

[ ] Restrict it to more mature students.

[ ] Send it back for reevaluation.

_____
Signature of Complainant

PUBLIC COMPLAINTS ABOUT DISTRICT PERSONNEL

Complaints about personnel are investigated fully and fairly. Before any such complaint is investigated, it must be submitted in writing and signed. Anonymous complaints are disregarded.

Whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it is referred to the school administration for study and possible solution. If the complaint is related to a claim of sexual harassment, the District's Title IX sexual harassment grievance process will be followed.

The Superintendent develops, for approval by the Board, procedures that ensure prompt and fair attention to complaints against school personnel. The procedure requires that an employee who is the object of a complaint be informed promptly and be afforded the opportunity to present the facts as he/she sees them.

If it appears necessary, the administration, the person who made the complaint or the employee involved may request an audience with the Board in executive session. Statutory restrictions on executive sessions are observed. Any Board action on the matter is taken in public session.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: November 2004]
[Re-adoption date: October 21, 2019]
[Re-adoption date: February 16, 2021]

LEGAL REFS.: Education Amendments of 1972, Title IX; 20 USC 1681 et seq.
ORC 121.22
149.43

CROSS REFS.: ACAA, Sexual Harassment
BDC, Executive Sessions
BDDH, Public Participation at Board Meetings (Also KD)
GBL, Personnel Records
KL, Public Complaints
KLB, Public Complaints About the Curriculum or Instructional Materials

CONTRACT REFS.: Teachers' Negotiated Agreement
Classified Staff Negotiated Agreement

PUBLIC COMPLAINTS ABOUT DISTRICT PERSONNEL

The following procedures are to ensure that a citizen's complaint is given respectful attention and that the integrity of the educational program is upheld. "Complaint" in this regulation is restricted in meaning to that criticism of a particular employee by a citizen of the District that includes or implies a demand for action by District authorities. Other comments and suggestions are referred informally to appropriate personnel. If the complaint is related to a claim of sexual harassment, the District's Title IX sexual harassment grievance process will be followed prior to following the process outlined below.

1. If a complaint comes first to the person against whom it is directed, he/she listens and may try to resolve the difficulty by explaining the background and educational purpose involved. If the complaint remains unsatisfied, the employee refers the complainant to the building principal or other immediate supervisor to have his/her views considered further. Whether the complaint terminates with the individual staff member involved or seems likely to go further, the staff member immediately informs his/her supervisor of the complaint.

2. If a complaint comes first to the principal or other supervisor of the person criticized, the principal or supervisor should make no commitments, admissions of guilt or threats. If the complaint involves a particular employee, the supervisor should suggest a conference between the complainant and the employee criticized and should inform that employee immediately of the complaint. If the complainant has already met with the employee criticized and remains unsatisfied, the supervisor should invite the complainant to file the complaint in writing.

3. If a complaint comes first to any other school employee, that employee refers the complainant to the person criticized or to his/her immediate supervisor and immediately informs both.

4. No further action on the complaint should be taken unless the complainant submits the complaint in writing.

5. When a written complaint is received, the principal or other supervisor schedules a conference with the complainant, the person criticized and, if advisable, the department chairman or other personnel who, in the opinion of either the supervisor or the person criticized, could contribute to a resolution of the problem.

6. If the complainant is not satisfied with the results of the conference above, he/she should then be referred to the Superintendent, who may handle the complaint personally or refer it to other personnel, as he/she may see fit.

7. Should dissatisfaction remain after the above steps have been taken, the matter may be placed on the agenda for the next regularly scheduled Board meeting. The decision of the Board is communicated in writing to all interested persons.

(Approval date: July 31, 1995)
(Re-approval date: December 30, 2002)
(Re-approval date: October 21, 2019)
(Re-approval date: February 16, 2021)

RELATIONS WITH PARENT ORGANIZATIONS

The Board supports all organizations of parents whose objectives are to promote the educational experiences of District students. However, in using the name of the District or its schools and in organizing a group whose identity derives from a school(s) of the District, parent organizations share responsibility with the Board for the welfare of participating students.

Parent organizations desiring to use the name or offices of the District to organize students must obtain the approval of the Board as a prerequisite. Continued use of the school's name, logo, mascot, etc., is contingent upon compliance with all applicable Board policies and regulations.

Principals and staff members need to work closely with the officers of all parent organizations to provide a sustained system of activities that increase and enhance the educational opportunities for students. The activities must be integrated and balanced in accordance with the total District educational program and District goals and objectives and must comply with all State and local laws and regulations.

Parent organizations meeting the charitable trust filing requirements must file with the Ohio Attorney General and submit to the Superintendent a certificate indicating that filing requirements have been met.

Parent organizations that wish to construct anything on school property must have the permission of the Board in advance of the construction project. The organization must provide the Board, in writing, proof of financial stability and that funds are available for the construction project.

Acceptance of donated equipment or materials may depend upon the compliance with, or experience related to, the Board's policy of standardizing materials and equipment.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.17; 3313.20; 3313.36; 3313.47
OAC 109:1-1-02

CROSS REFS.: AE, School District Goals and Objectives
KG, Community Use of School Premises (Equal Access)
KGB, Public Conduct on District Property
KH, Public Gifts to the District
KI, Public Solicitations in the Schools
KJ, Advertising in the Schools
KMB, Relations with Booster Organizations

Warren Local School District, Vincent, Ohio

RELATIONS WITH BOOSTER ORGANIZATIONS

The Board recognizes that the endeavors and objectives of booster organizations can be a valuable means of stimulating interest and endorsement of the aims and achievements of the District. Care must be taken to avoid compromising or diluting the responsibility and authority of the Board.

Annually, booster organizations must submit to the Superintendent/designee their tentative goals, objectives, projects and/or activities along with their fundraising plans for the next school year and any changes made during the school year for review by the Board.

The Board retains final authority over all plans, projects and activities involving District students.

Booster organizations must abide by all District policies and rules as well as the following list.

1. Booster organizations should not use the school's tax ID number.

2. Booster organizations should not accept checks made out to the school and vice versa.

3. District officials should not have a leadership role in booster organizations.

4. Fundraising activities should not occur on school premises or during school hours unless permission has been given by the Superintendent/designee.

5. Documentation on ownership of property and fundraising activities is required.

6. The use of the District name and emblems must be authorized.

7. Booster organizations must submit their bylaws as well as quarterly reports on income, expenses and balance sheets to the Superintendent for review .

8. Booster organizations meeting the charitable trust filing requirements must file with the Ohio Attorney General and submit to the Superintendent a certificate indicating that filing requirements have been met.

Booster organizations must have permission from the Board prior to any construction of facilities. The organization must provide the Board, in writing, that funds are available to complete the project.

Acceptance of donated equipment or materials may depend upon the compliance with, or experience related to, the Board's policy of standardizing materials and equipment.

[Adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.20; 3313.47
OAC 109:1-1-02

CROSS REFS.: IGDG, Student Activities Funds Management
KG, Community Use of School Premises (Equal Access)
KGB, Public Conduct on District Property
KH, Public Gifts to the District
KI, Public Solicitations in the Schools
KK, Visitors to the Schools
KMA, Relations with Parent Organizations

SECTION L: EDUCATION AGENCY RELATIONS

LEB	Educational Options (Also IGCD)
LEC	College Credit Plus (Also IGCH)

EDUCATIONAL OPTIONS

The Board recognizes that an effective educational program is one that provides opportunities for students to learn both within the classroom and, for specific reasons, beyond the traditional classroom and school day. These expanded opportunities are viewed as educational options to supplement the regular school program.

The intent of educational options is to allow educators, other professionals, parents and others to work together to provide opportunities for students to learn in an independent or individual setting and to study or work with recognized experts in specific fields. Educational options are seen as additional curricular opportunities to improve, expand and enrich student learning experiences and perspectives.

Independent study, distance learning, tutoring, educational travel, mentoring and study abroad programs are representative of experiences which the Board views as educational options supplementing the regular school program.

Fees are established for educational options as needed. Participating students are expected to pay fees upon beginning educational options.

The Superintendent develops regulations when the educational options are initiated. Each program option developed is presented to the Board for adoption; its regulations are presented for approval.

[Adoption date: July 31, 1995]
[Re-adoption date: December 30, 2002]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: OAC 3301-35-01(B)(6); 3301-35-06

CROSS REFS.: IGBM, Credit Flexibility
IGCH, College Credit Plus (Also LEC)
IKE, Promotion and Retention of Students
IKF, Graduation Requirements
JN, Student Fees, Fines and Charges

EDUCATIONAL OPTIONS

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

1. The parent(s) must provide written approval for students under 18 years of age to participate. A copy of the written approval must be retained in the school files. Students 18 years of age or older must submit a written request to participate. This request is kept on file.

2. An instructional plan that contains written measurable objectives must be submitted to, and approved by, the Superintendent. Instructional objectives must align with the District's curriculum requirements.

3. The instructional plan includes an outline specifying major instructional activities and identifying materials, resources, facilities and equipment needed to achieve instructional objectives.

4. Promotion and retention decisions for students, kindergarten through eighth grade, participating in an optional instructional plan are based on student performance relative to the objectives of the option.

5. The instructional plan includes a written plan for the evaluation of student performance.

6. In tutorial and independent study programs, a certificated/licensed teacher provides both the instruction and evaluation of students. In all other cases, a certificated/licensed teacher provides only the evaluation of student progress.

7. The written instructional plan includes a time for the evaluation of the educational option. Continuance of the option is determined by the results of evaluation.

(Approval date: July 31, 1995)
(Re-approval date: December 30, 2002)
(Re-approval date: October 21, 2019)

COLLEGE CREDIT PLUS

State law provides for student participation in the College Credit Plus (CCP) program for the purposes of promoting rigorous academic pursuits and exposing students to options beyond the high school classroom. Therefore, eligible 7th through 12th grade students may enroll at any public college/university and any participating nonpublic college/university on a full- or part-time basis and complete eligible nonsectarian, nonremedial courses for transcripted high school and/or college credit.

The Board directs the Superintendent/designee to develop and establish the necessary administrative guidelines to ensure that the CCP program is operating in accordance with state requirements.

[Adoption date: July 31, 1995]
[Re-adoption date: April 20, 1998]
[Re-adoption date: December 30, 2002]
[Re-adoption date: September 21, 2015]
[Re-adoption date: October 21, 2019]

LEGAL REFS.: ORC 3313.5314
Chapter 3365
OAC 3333-1-65 through 3333-1-65-13
3301-83-01(C)

CROSS REFS.: IGBM, Credit Flexibility
IGCD, Educational Options (Also LEB)

COLLEGE CREDIT PLUS

District Obligations

The District is required to notify all 6th through 11th grade students and their parents about the College Credit Plus (CCP) program through multiple, easily accessible resources by February 1 of each school year. The notice includes all information required by State law. The District promotes the CCP program on the District website, including details of current agreements with partnering colleges.

Students and/or parent(s) are required to submit written notice of intent to participate to the principal by April 1 of the year in which the student wishes to enroll and may submit written notice as early as February 15. Failure to inform the principal of intent to participate by the April 1 deadline shall result in the student having to secure written permission from the principal in order to participate in the program. If the principal denies a student's request for written permission, the student may appeal to the Superintendent. The Superintendent's decision is final.

The District holds an annual informational session between October 1 and February 15 to which partnering colleges located within 30 miles of the school (or the closest college if none are located within 30 miles) are invited. The informational session includes information on benefits and consequences of participation in CCP, and outlines any changes or additions to program requirements.

The District is required to provide counseling services to students prior to their participation in the program. Counseling services include but are not limited to:

1. program eligibility;
2. any necessary financial arrangements for tuition, textbooks and fees;
3. process of granting academic credits;
4. criteria for any transportation aid;
5. available support services;
6. scheduling;
7. the effect of the grade attained in the course being included in the student's grade-point average, if applicable;
8. consequences of failing or not completing a course under the program, including the effect on the student's ability to complete District graduation requirements;

9. benefits to the student of successfully completing a course under the program, including the ability to reduce the overall cost of, and the amount of time required for, a college education;

10. academic and social responsibilities of students and parents relative to this program;

11. information about and encouraging the use of college counseling services;

12. information about eligible courses;

13. information on CCP probation, dismissal and appeal procedures

14. the standard program information packet developed by the Ohio Department of Higher Education (ODHE) and

15. the permission slip jointly developed by the Ohio Department of Education (ODE) and ODHE regarding the potential for mature subject matter in a course taken through CCP and information about the potential for mature subject matter in courses in which the student intends to enroll through CCP and that courses will not be modified based upon CCP enrollee participation regardless of where the course of instruction occurs.

The District develops both a 15-credit hour and a 30-credit hour model course pathway for courses offered under CCP in consultation with a partnering college. Each pathway must include courses, which once completed, apply to at least one degree or professional certification offered at the college. The pathways may be organized by desired major or career path, or may include various core courses required for a degree or professional certification by the college. The pathways are published among the school's official list of course offerings for participant selection. No participant is required to enroll only in courses included in a model pathway.

The District implements a policy for awarding grades and calculating class standing for CCP courses that is equivalent to the school's policy for other advanced standing programs or District-designated honors courses. Any grade weighting or class standing enhancements applicable to advanced standing programs or District-designated honors courses are similarly applied to CCP courses.

Student Enrollment

To participate in CCP, a student must apply to, and be accepted by, a participating college in accordance with the college's established procedures for admission. The student also must meet the college's and relevant academic program's established standards for admission, enrollment and course placement, including any course specific capacity limits. The student and his/her parent also must sign a form acknowledging receipt of the required counseling and understanding of their responsibilities under the program. The student and his/her parent also must sign and include in their application to the college, the permission slip developed by ODE and ODHE regarding the potential for mature subject matter in a course taken through CCP.

The student may opt to receive college credit only or both college and high school credit. The student must designate his/her choice at the time of enrollment.

Students may enroll only in eligible courses as defined in rules adopted by ODHE. Upon receipt of the notice of pre-term admission the student's secondary school verifies the student is enrolled in eligible courses. If the student is enrolled in ineligible courses the school notifies the student and their parent that they must withdraw from the ineligible course(s). Students failing to withdraw prior to the college's no-fault withdrawal date will be responsible for all tuition, fees and textbook costs for the course.

If a student completes an eligible college course, the Board shall award him/her appropriate credit toward high school graduation if, at the time of enrollment, he/she elects to receive credit for courses toward fulfilling the graduation requirements.

High school credit awarded for eligible courses successfully completed counts toward graduation requirements and subject area requirements.

1. The Board awards comparable credit for the eligible course(s) completed at the college.

2. If no comparable course is offered, the Board grants an appropriate number of elective credits.

3. Any disputes between the student and the Board regarding high school credits granted for a course may be appealed by the student to ODE. ODE's decision on these matters is final.

4. The student's records must show evidence of successful completion of each course and the high school credits awarded. The record must indicate that the credits were earned as a participant in CCP, and include the name of the college at which the credits were earned. The grades and credits for courses completed during summer term must be included on the student's high school transcript in the fall for that school year.

5. Credits earned through CCP are included in the student's grade-point average. College credits count as the equivalent District grade. If the District has a weighted grading system CCP courses are treated in the same way as other advanced standing program or honors course.

<u>High School/College Enrollment</u>

1. A student who enrolls in CCP for the first time in:

    A. grades 7, 8 or 9 may receive credit toward high school graduation for up to the equivalent of four academic school years.
    B. 10th grade may receive credit toward high school graduation for up to the equivalent of three academic school years.

C. 11th grade may receive credit toward high school graduation for up to the equivalent of two academic school years.

D. 12th grade may receive credit for up to the equivalent of one academic school year.

2. Proportionate reductions are made for any student who enrolls in the program during the course of a school year.

3. For the purpose of this program, an academic year begins with the summer term. The maximum number of credits that may be earned during the academic year is the total of the high school courses and college courses. The total may not exceed 30 college credit hours per academic year.

4. College courses for which three semester hours are earned are awarded one credit toward high school graduation credit. Fractional credits are awarded proportionally.

Student Eligibility

Students wishing to participate in CCP must meet all statutory eligibility requirements. To be eligible, students must meet one of the following criteria:

1. be considered remediation-free on one of the Ohio Revised Code (RC) 3345.061(F) assessments;

2. meet an alternative remediation-free option as defined by the Chancellor of ODHE in consultation with the State Superintendent of Public instruction or

3. have participated in CCP prior to September 30, 2021 and scored within one standard error of measurement below the remediation-free threshold on one of the RC 3345.061(F) assessments and

   A. have a cumulative high school grade point average (GPA) of at least 3.0 or for participating seventh or eighth grade students a cumulative GPA of 3.0 in the applicable grade level or

   B. receive a recommendation from a school counselor, principal or career-technical program advisor.

Underperforming Students/CCP Probation

A student meeting at least one of the following is considered an underperforming student for purposes of CCP:

1. Cumulative GPA of less than 2.0 in college courses taken through CCP or

2. Withdraw from or receive no credit for two or more courses in the same term.

A student meeting the definition of an underperforming student for two consecutive terms of enrollment is considered an ineligible student.

The student's secondary school will place an underperforming student on CCP probation within the program and notify the student, parent and the college they are enrolled in of their status. The student may enroll in no more than one college course in any term when on CCP probation and cannot enroll in a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Students enrolled in impermissible courses who fail to dis-enroll prior to the college's no-fault withdrawal date are responsible for all costs associated with the course(s) and dismissed from CCP as an ineligible student.

If a student taking a permissible college course after placement on CCP probation and the course grade raises the student's cumulative college course GPA to 2.0 or higher the student is removed from CCP probation and may participate in CCP without restrictions unless they again meet the definition of an underperforming student. A student on CCP probation who does not raise their GPA to the required minimum through the course grade, is dismissed from CCP by the student's secondary school.

Students dismissed from the program are prohibited from taking any college courses through CCP and must dis-enroll for any college courses they may be registered for in the next term prior to the no-fault withdrawal date.

Each secondary school establishes an academic progress policy defining the progress students must achieve to be reinstated in CCP on CCP probation. The policy must state that failure to make academic progress as defined in the policy will result in an extension of CCP dismissal. The policy also includes the procedures for a student to request an appeal of their CCP status.

A student may request the secondary school allow the student to participate in CCP after one term of CCP dismissal. Summer term is not counted as a term of dismissal unless the student is enrolled in one or more high school courses during the summer. Upon review of the student's academic progress through review of their full high school and college academic records the school will: continue the student's dismissal; place the student on CCP probation or allow the student to participate in CCP without restrictions in accordance with the school academic progress policy.

A student may appeal their status to the Superintendent within five business days of notification of CCP dismissal or prohibition from taking a college course in the same subject as a college course in which they received a grade of D or F or for which they received no credit. Upon consideration of any extenuating circumstances separate from academic performance that may have affected the student's CCP status the Superintendent will issue a decision within 10 business days after the appeal is made and may:

1. allow the student to participate in the program without restrictions;

2. allow the student to take a course in the subject area in which they received a grade of D or F or for which they received no credit;

3. allow the student to participate in CCP on CCP probation or

4. maintain the student's dismissal from the program.

The Superintendent's decision is final.

If the decision is to continue the student's dismissal and the student is enrolled in a college, the student's college will allow the student to withdraw from all courses in which the student is enrolled without penalty and the student's secondary school shall not be required to pay for those courses. If the Superintendent fails to issue a decision on the appeal within the required timeframe and the student is enrolled in a college, the college will allow the student to withdraw from all impermissible courses without penalty and, if the decision on the appeal is made after the institution's prescribed no-fault withdrawal date, the student's secondary school shall pay for those courses.

Summer Term Eligibility

A student who is scheduled or anticipated to graduate from high school may not participate in CCP for any term beginning after the student's scheduled or anticipated graduation date or in any course offered at a college during a summer term that begins during the student's last quarter of high school.

Financial Responsibilities

1. If a student elects to enroll for college credit only (Option A), the student is responsible for all costs associated with the course.

2. If a student elects to enroll for the combination high school/college credit (Option B), the District is responsible for all costs associated with the eligible course at a public college/ university. Students participating in CCP under Option B at a private college may be charged tuition and/or fees unless they are economically disadvantaged.

3. If a student fails a CCP course, the student or parent(s) may be responsible for all costs associated with the course. The District may not seek reimbursement from a student who fails a course if he/she is economically disadvantaged, unless the student has been expelled.
4. Students enrolled for the combination of high school/college credit are not eligible for financial aid from the college.

5. Upon parental application and determination of need an eligible student, as defined by State law, enrolling for the combination of high school and college credit in the program may receive full or partial reimbursement for the necessary costs of transportation between the secondary school that he/she attends and the college/ university in which he/she is enrolled.

Other Considerations

1. A student enrolled in the program follows the District attendance policy, as well as the District code of conduct, for curricular and extracurricular activities. These policies and codes are applicable during the time the student is attending high school and is on school property for any class or activity.

2. If a student is expelled from the District, the Board will deny high school credit for college courses taken during the period of the student's expulsion.

   The Superintendent must send written notice of a student's expulsion to the college where the student is taking courses to receive high school credit. The notice must state the date the expulsion is scheduled to expire and whether the Board has denied high school credit for postsecondary education courses taken during the expulsion. If the expulsion period is extended, the Superintendent must notify the college of the extension. The college may withdraw its acceptance of a student who has been expelled. Unless otherwise authorized by State law, the expelled student is ineligible to enroll in a college under CCP for subsequent college terms during the expulsion period.

3. The student enrolled in this program must recognize that the master schedule is not altered or adjusted in order to permit enrollment. Adjustments to individual schedules may be made by the school administration.

4. The District will not deny students the opportunity to participate in extracurricular activities because of their participation in CCP. The District adheres to the Ohio High School Athletic Association for eligibility to participate in athletics. In order to be eligible, the student must have passed five courses that count toward graduation during the prior grading period. The five courses may be a combination of high school and college courses. Students also must meet any additional District eligibility requirements.

(Approval date: September 21, 2015)
(Re-approval date: October 21, 2019)
[Re-adoption date: January 10, 2022]